DOCUMENT RESUME

ED 188 737 PS 011 272

AUTHOR	Roggman, Lori; And Others
TITLE	Home Start Curriculum Guide.
INSTITUTION	Millville Home Start Training Center, Logan, Utah.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	76
GRANT	OCD-8-C-75
NOTE	165p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Cognitive Development; Curriculum Guides; Early Childhood Education; Health; *Home Instruction; *Home Programs; Language Acquisition; *Learning Activities; Nutrition; *Parent Participation; Parent Role; *Preschool Curriculum
IDENTIFIERS	*Home Start Program

ABSTRACT

This curriculum guide contains monthly work plans and weekly activity units for a Home Start Program. Emphasis is placed on the importance of the home, the family unit, and the education and development of young children by their own parents. Yearly goals include concern for the following: physical and dental health, nutrition, mental health and self concept, safety, general teaching approaches, language development, motor development, cognitive development, parent involvement, knowledge and use of available social services, and staff training. Weekly activity units include a topic, a justification for the topic, specific objectives, and a list of suggested activities. An appendix includes information, directions, or materials for things to make or do, art ideas, recipes, poems, fingerplays, songs, rhymes, stories, and flannel board characters. (SS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188737

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HOME START CURRICULUM GUIDE

Lori Roggman

Carol DeBolt

Jo Davis

Joyce Lemon

Pauline Glance

Joyce Stokes

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sheri Noble

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Millville
Home Start Training Center
495 East Fifth South
Logan, Utah 84321

PS 011272

Copyright ©, 1976

Home Start Training Center
495 East Fifth South
Logan, Utah 84321

The development of this guide as partially supported by the Office of Child Development (OCD) Grant, #8-C-75.

TABLE OF CONTENTS

Page
Explanations 1
Goals of the Home Start Program 2
Yearly Goals 3

Monthly Work Plans

August

Monthly goals 3
(no units)

September

Monthly goals 6
Weekly units
(1) Get Acquainted 7
(2) Orientation and Parent Involvement 9
(3) General Teaching 11
(4) Pre-evaluation 14
(5) Self Concept 18

October

Monthly goals 24
Weekly units
(1) Cleanliness and Hygiene 25
(2) Body Parts and Functions 28
(3) Small Muscle Development 31
(4) Halloween 34

November

Monthly goals 37
Weekly units
(1) Colors 39
(2) Dental Health 43
(3) Basic Four and Thanksgiving 46

December

Monthly goals 50
Weekly units
(1) Counting and Number Concepts 51
(2) The Family Traditions 54

January

Monthly goals 57
Weekly units
(1) Language Development and Speech 59
(2) My Home and My Health 62
(3) Winter/Seasons 65

TABLE OF CONTENTS (Continued)

Page

February
Monthly goals.. 68
Weekly units
(1) Shapes.. 69
(2) Post Office and Valentines Day.................... 72
(3) Hearing and Sounds............................. 75
(4) Creative Movement and Rhythm/Music................ 78

March
Monthly goals.. 82
Weekly units
(1) Fire Safety.................................... 83
(2) Textures and Grains............................ 86
(3) Taste/Smell and Fruits.......................... 90
(4) Protein and Easter.............................. 93

April
Monthly goals.. 96
Weekly units
(1) Gardens and Vegetables.......................... 97
(2) Sight.. 101
(3) Wind and Air.................................... 104
(4) Pets/Farm Animals............................... 107

May
Monthly goals 110
Weekly units
(1) Dairy Products and Review Basic 4................ 111
(2) Review and Post Evaluation....................... 114
(3) Water.. 115

Appendix A, Activities.................................. 118

Bibliography.. 159

EXPLANATIONS

This Curriculum Guide was written by the Family Educators of the Home Start Training Center: Lori Roggman, Carol DeBolt, Jo Davis, Joyce Lemon, Pauline Glance, and Joyce Stokes.

A special thanks to all the Millville Head Start/Home Start staff who were also instrumental in the compiling of the guide, especially to Sheri Noble, Marilyn Long, Jan Ewer, Colleen Armstrong, Glenna Markey, and Helen Olsen and to all the parents who have been involved through the years for their many contributions and much appreciated involvement.

Most of the activities listed in this Curriculum Guide can be used for learning incidental to the main goals and specific objectives of any particular unit. Incidental learning that can take place includes large and small motor development, concept development (shape, color, size, numbers etc.) language development, self concept, health and nutrition concepts.

Books and other publications referred to by title only in the Curriculum Guide are listed in the Bibliography.

*Activities so marked are explained in Appendix A.

GOALS OF THE HOME BASED PROGRAM

1. To help enhance parents knowledge and understanding of early childhood development, by providing them with information and materials on how to become better educators of their children.
2. To point out materials in the home that can be used as educational toys and games and to develop toy lending libraries.
3. To help parents reinforce their children's positive behavior
4. To help parents help their children become better prepared for school, by improving their language ability and understanding of such basic concepts as colors and numbers.
5. To involve parents directly in the development of their children.
6. To provide Head Start services in the home, including health education.
7. To provide parents with an awareness of their input as prime educators of their children.
8. To provide a series of success experiences for children, through parent education in order that feelings of frustration and failure may be reduced or eliminated.
9. To assist parents to assess family needs, set goals, make plans.
10. To assist in promoting within the parents a feeling of accomplishment and self-worth as a result of their participation in the program.
11. To assist in preparing parents, children, families, to be better able to adjust to the world in which they live.

Services to the Home Start families will be similar to services received by Head Start children and families: i.e., the children will receive similar health services, psychological and social services, and will receive the benefits of an educational program. The Nutrition Component will emphasize nutrition education to the families rather than providing lunch and snacks as in Head Start. The philosophy of Home Start is much the same as in Head Start; that is to say, the two programs will have similar general goals 1) To enrich children's lives in such a manner that they will feel good about themselves and thus be better prepared to succeed in life; 2) To work with parents that they may assist in the task of enriching their own children's lives.

However, in the Home Start program, more emphasis will be placed on the importance of the home, the family unit, and the education and development of the young child by his own parents.

Although the philosophy and services in Home Start are similar to Head Start, it is to be clearly understood that Home Start is a new concept and a new approach to reaching the desired goal. It is felt that this approach is a step in the right direction to getting parents to assist in the education and development of their children.

YEARLY GOALS

HEALTH

Physical Health

1. Get doctor's examination for all target children.
2. Assist parents in teaching children about health.
3. Referral for health and related problems.
4. Improve relations between health resources and low income people.
5. Provide information on home health and safety.
6. Stress health as important to the overall development of children.
7. Provide family planning, prenatal and infant care information as needed by individual families.

Dental Health

1. Improve family dental health habits.
2. Educate families in the use of the Basic 4 for meal planning.
3. Educate families in the importance of dental health to general health.
4. Educate families in nutrition for dental health.

Nutrition

1. Improved eating habits of families.
2. Educate families in the use of the Basic 4 for meal planning.
3. Provide information and training on cleanliness in handling food.
4. Emphasis on good nutrition for general health.
5. Encourage adult education classes in nutrition.

Self Concept/Mental Health

1. Improved self concept for all family members.
2. Emphasize the home and family for building self concept in children and parents.
3. Educate families regarding the importance of self concept for overall development.
4. Help parents build their children's self concept by using positive reinforcement, encouraging independence, and making their home a safe, learning environment for children.

Safety

1. Educate families in general home safety including accident and poisoning prevention.
2. Teach need of safety precautions during the holidays, especially Halloween and Christmas.
3. Teach families the importance of fire safety and the need for home fire drills.
4. Provide information on basic first aid procedures for accidents, poisoning, burns, etc.
5. Provide families with information on defensive driving, kite safety, and water safety.

YEARLY GOALS (Continued)

EDUCATION

General Teaching

1. Teach parent use of incidental learning in teaching children.
2. Teach parent use of positive reinforcement.
3. Stress importance of making learning fun.
4. Stress importance of repetition.
5. Stress importance of real experiences, play as child's work.
6. Help to improve family attitudes towards learning, teaching, and schools.
7. Stress emphasis on learning as an on going, all day, all year, all life process.

Language Development

1. To develop increased language experiences in the home: talking, listening, reading with the children.
2. To know importance of language for overall development.
3. Stress use of children's questions, language for teaching

Motor Development

1. Emphasize motor skills as learned and developmental.
2. Teach the importance of motor skills to self concept.
3. Teach importance of large motor activities for general health.
4. Emphasize the importance of continuing large motor activities throughout life.
5. Teach importance of small motor development to visual perception and academic success.

Cognitive Development

1. Educate parents regarding which specific concepts children are learning during the preschool years.
2. Emphasize cognitive growth as developmental.
3. Emphasize a good foundation in other areas such as language and motor development, health and self concept as essential for adequate cognitive development.
4. Explain importance of recognizing cognitive levels when teaching children about health, self concept, language, motor skills.

PARENT INVOLVEMENT

1. Parents will be teaching their own children, both during home visits and between visits.
2. Parents will serve as teachers and aides in the weekly classroom.
3. Learning experiences for parents will be provided (workshops, classes, home visits, individual counseling, resource center, adult education programs,)
4. Parents will be involved in Parent Committee meetings and Policy Council meetings.
5. Parents will serve on committees for planning programs and workshops, screening and hiring new staff, preparing proposal and budget, phoning, etc.

YEARLY GOALS (Continued)

SOCIAL SERVICES

1. Enrollment will be insured for eligible families regardless of sex, color, national origin, or handicapping conditions.
2. Stress parent involvement in the home and at school.
3. Educate parents regarding community services and resources, consumer education, and management of family and community resources.
4. Assistance in securing social services by identifying each family's needs and referring to appropriate agencies.
5. Arranging transportation, emergency help, and counseling when necessary.

STAFF TRAINING

1. Training to provide up-to-date information and increased knowledge and competence in each component area and in special problem areas.
2. Adequate pre-service training will be provided for each new staff member.
3. In-service training will be relevant, frequent and responsive to changing needs of the program and staff.
4. Determine training needs with staff input according to the program's work plan/goals.
5. Plan training using staff resources first, then local community training resources, then outside consultants.
6. Schedule training so that necessary training is received before it must be used.
7. Take advantage of parent workshops, seminars, classes for staff.
8. Staff meeting including informal discussions will be scheduled regularly.
9. Evaluate all training.

AUGUST GOALS

HEALTH

Physical Health: (1) Families given health forms; (2) Families told of health services.
Dental Health: Families told of dental services.
Nutrition: Families told of nutrition education as part of program.
Self Concept/Mental Health: (1) Parents know that they are the focus of the program.

EDUCATION

General Teaching: Parents told of their role as teachers in this program.
Language Development:
Large Motor Development:
Small Motor Development:
Cognitive Development:
Field Trips:

PARENT INVOLVEMENT

Meetings and Classes: All families recruited.
Workshops and Classes: Orientation at center.

STAFF TRAINING

Seminars: (1) Community health resources; (2) Social services; (3) Skills needed for school success; (4) General teaching skills; (5) Brush-up in all component areas.
Workshops: (1) Making homemade materials; (2) Self concept activites for both children and adults.

SEPTEMBER GOALS

HEALTH

Physical Health: (1) Health records collected; (2) Screening (blood, vision, urine, height, weight, dental, TB,); (3) Doctor exam--importance of introducing children to family doctor early; (4) Immunizations--education for parents, clinic; (5) Note community health facilities; (6) Go over yearly health goals.

Dental Health: (1) Dental screening; (2) Dental exam--importance of introducing children to family dentist early; (3) Referral to dental health resources.

Nutrition: (1) Nutritive values of foods; (2) Storage and preservation; (3) Use variety of foods, new foods, old foods new ways; (4) Referral to food stamps, W.I.C. food program, extension services; (5) Go over yearly nutrition goals.

Self Concept/Mental Health: (1) Self identification (name, body and facial parts); (2) Emotions (happy, sad, angry, afraid); (3) Learning and self concept--importance of positive reinforcement; (4) Go over general yearly self concept goals; (5) Getting to know the family, gaining rapport.

EDUCATION

General Teaching: (1) Positive reinforcement; (2) Incidental learning; (3) Use of junk and homemade toys; (4) Importance of self concept to learning and teaching; (5) Go over all yearly goals in the area of education.

Language Development: (1) Encourage parents to listen to and talk with children; (2) To help children verbalize wants and experiences; (3) Use of open ended questions; (4) Words to describe feelings; (5) Language is learned and developmental.

Large Motor Development: (1) Importance of large motor development for academic success; (2) Importance of large motor development for self concept; (3) Importance of motor skills to social development; (4) Use of neighborhood resources (walks, backyards, etc.).

Small Motor Development: (1) Importance of small motor development to school success; (2) Use of school tools; (3) Small motor skill is developmental; (4) Importance of small motor skills to self concept.

Cognitive Development: (1) Teach parents which specific skills children need before starting school; (2) Week concept (time); (3) Importance of self concept to intellect; (4) Cognitive growth is developmental (simple to complex, specific to general).

Field Trips: (1) Center (school); (2) Nature and community walks; (3) Cannery; (4) Orchards and gardens; (5) Fairs.

PARENT INVOLVEMENT

Meetings and Classes: (1) Orientation to the program; (2) Rights and responsibilities, by-laws; (3) Registration for adult education.

Workshops and Seminars: (1) Homemade teaching aids and how to teach at home; (2) Bedwetting and toilet training; (3) Make bulletin boards; (4) How to teach in the classroom.

SEPTEMBER GOALS - (Continued)

STAFF TRAINING

Seminars: (1) Individual training for new employees; (2) Motor development; (3) Field Trips--best ways.

Workshops: (1) Review active listening; (2) Pre-evaluation methods; (3) Activities for toddlers.

SEPTEMBER - 1ST WEEK

Unit Title: Get Acquainted

Justification: A short visit to become better acquainted with the family, to explain the concept of parents as teachers, and to get a definite commitment from the family to the program. It is important at this time to ask the family what they want and expect from the program.

Specific Objectives:

1. To discuss the goals and services of the program.
2. To provide each parent with a file folder for handouts.
3. To sign an agreement with parents about rights and responsibilities.
4. To plan the next visit with each parent.

Activities:

1. Discussion.
    - A. Introduce yourself.
    - B. Tell about yourself.
    - C. Tell about goals of program.
    - D. Ask,"What do you expect from the program?"
    - E. Ask about their family. (Find something to compliment sincerely.)
2. Introduce Play Dough or clay. (*p. 130)
3. Take along a "junk box" for child to dig through. (*p. 124)
4. Puzzle or toy for child while talking to parent.
5. Provide handout "Goals of the Home Start Program".
6. Provide handout "Services Provided by the Head Start/Home Start Program ".
7. Provide brochure "Bear River Community Action Agency - Home Start ".
8. Provide handout "Home Start Training Center Information".
9. Provide handout "Parent Involvement".
10. Obtain signature on "Rights and Responsibilities".
11. Provide handout "Home Start" by Pamela Kipper.

SEPTEMBER - 1ST WEEK (Continued)

12. Take and start a file folder with parent that has the following information on it:
The family educator's name and phone number and the school's address and phone number.

13. Possibility of not taking anything for child so that the parent knows from the beginning that you are there to work with her.

SEPTEMBER - 2ND WEEK

Unit Title: Orientation and Parent Involvement

Justification: Parents need to understand all aspects of the Home Start program. Explain components, including parent involvement, the opportunities available to them as a parent and services provided by our program. This is also a time to clear up any misconceptions they may have.

Specific Objectives:

1. To explain the parents' role as the primary teachers in the Home Start Program.
2. To explain the program differences between Head Start and Home Start.
3. To introduce the components of the program: Education, Social Services, Parent Involvement, and Health & Nutrition.
4. To provide information about opportunities for adult education in the community.
5. To discuss parents' rights and responsibilities.
6. To share examples of and ideas for homemade toys from free or inexpensive materials found around the home.

Activities:

1. Discussion.
    A. Components:
        1. Education - provide handouts "Incidental Learning" and "Positive Reinforcement ".
        2. Health - Forms and screening.
            a. Child Health Record
            b. Periodic Health Evaluation Record
            c. Dental Health Record
            d. Teachers Health Observations
        3. Nutrition - Basic 4 "A Guide To Good Eating." (National Dairy Council, Chicago, Ill. 60606)
        4. Social Services.
        5. Parent Involvement.
    B. Explain Duties of Parent Committee and Policy Council.

SEPTEMBER - 2ND WEEK (Continued)

C. Explain parents' role and responsibility in program. Refer to "Home Start Training Center Information".
D. Emphasize parents' role as teachers. Refer to "Why Parents As Teachers ".
E. Discuss handout on "Services Provided by the Head Start/ Home Start Program".
F. Explain the difference between Head Start and Home Start.
G. Provide handout "Social Services Program".

2. Decorate a box so child has place for his own things. Explain how the box can be used for incidental learning and teaches child organization and classification.

3. Help child and parent construct a "Life Line" of family. (*p. 119)

4. Use of homemade toys (take some examples to show).

5. Stories (an old familiar nursery tale).

6. Song or finger play (*p. 137-158 or Mother Goose rhymes).

7. Provide handout "Meet the Office Staff".

8. Provide handout "Meet the Teaching Staff".

9. Ask family to set aside a drawer, box or other special place to keep Home Start materials.

10. Visit locations of community resources such as adult education classes, health clinics, etc.
    A. Explain the services offered.
    B. Help parents become familiar with the location.

11. Provide handout "Adult Education".

12. Outdoor Activities:
    A. Take a walk; stress incidental learning.
    B. Play, "Follow The Leader".

Follow-up Activities for Positive Reinforcement:

1. Ask about the special place for Home Start materials.

2. Reinforce parents' role and responsibilities.

3. Clarify any misunderstandings on records.

4. Answer any questions parents may have about the program.

5. Reinforce incidental learning.

6. Do you have questions concerning parent involvement?

7. Explain purpose of parents' meetings.
    A. Decisions are made which affect the program at Parent Committee Meetings.
    B. Isn't always a business meeting; sometimes there are special speakers, social, etc.

SEPTEMBER - 3RD WEEK

Unit Title: General Teaching

Justification: Since we are expecting parents to be teachers of their children, we must provide the skills, know-how and confidence for them to do this job effectively. Through this unit we can introduce and emphasize incidental learning and positive reinforcement.

Specific Objectives:

1. To discuss some effective methods of teaching.
2. To re-emphasize importance of parents as teachers.
3. To explain and emphasize the use of incidental learning and positive reinforcement.

Activities:

1. Discussion.
   - A. Incidental learning.
   - B. Positive reinforcement.
   - C. Importance of setting realistic goals.
   - D. Yearly Goals for general teaching.
   - E. Necessity of making learning fun.
   - F. Importance of actual experiences.
   - G. Importance of positive attitude toward learning.
   - H. Importance of taking time to listen to and answer questions.
   - I. What preschoolers need to be learning. Provide handout "The School Readiness Checklist".
2. Field Trips:
   - A. Take a walk, go to store, post office or park.
   - B. Listen, look for, and discuss sounds, sights, smells, and touch.
3. Involve child in daily household chores. Discuss what family can be teaching and learning. Examples - Sorting and folding laundry, doing dishes, washing walls, dusting, yard work.
4. Sorting and folding laundry: develops skills such as classification (texture, size) matching, counting, small, large motor, and language.
5. Doing dishes: teaches counting, color classification, size, temperature, air, water, language; develops small motor control.
6. Cleaning house: washing walls, dusting, etc; helps in development of motor skills and concepts (high, low, under, over, between, etc.)

SEPTEMBER - 3RD WEEK (Continued)

7. Yard work: teaches about plants, water concepts, weather, color classification, growth changes, etc.; develops large motor control.
8. Setting table: emphasize shape, position, left, right.
9. Guessing games, "I see something (color, shape)".
10. Parents reading to child or telling a favorite story.
11. Pick-up game: teach classification, counting. (Pick up objects out of place, put in proper place.)
12. Art activity.
    A. Play Dough. (*p. 130)
    B. Fingerpaint. (*p. 131)
    C. Macaroni Collage. (* p. 130)
13. Have family plan an enjoyable activity they can all be involved in.
14. Provide handouts "Incidental Learning" and "Why Parents as Teachers".

Follow-up Activities for Positive Reinforcement:

1. Ask about how they used play dough; finger paint.
2. Ask about how family enjoyed the activity they planned together.
3. Ask which household chores (indoor and outdoor) parent and child did together.

PARENT GUIDE

SEPTEMBER - 3RD WEEK

Unit: General Teaching

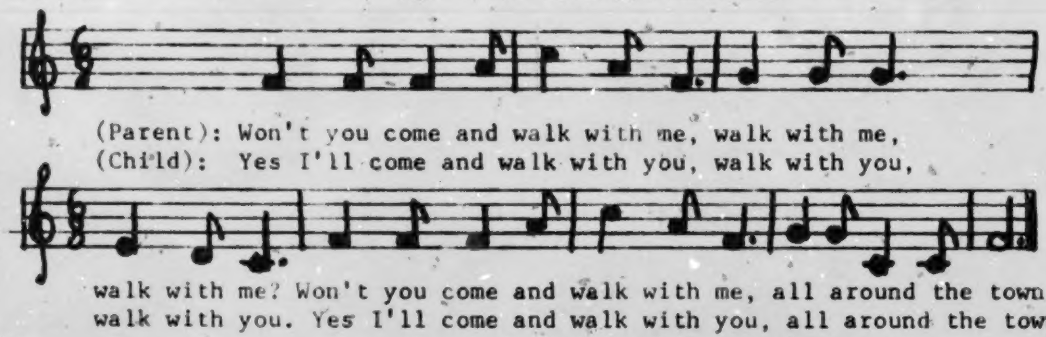
You are the most important teacher your child will ever have. This year we will give you ideas that will help you make learning fun and easy for your children. The following are some activities you and your child might like to work on this month.

1. Go for a walk in neighborhood or to store, post office or park. On walk listen for sounds, talk about what you see and hear. Sing or say this little song with child:

   (To tune of "Here we Go 'Round the Mulberry Bush")

SONG:

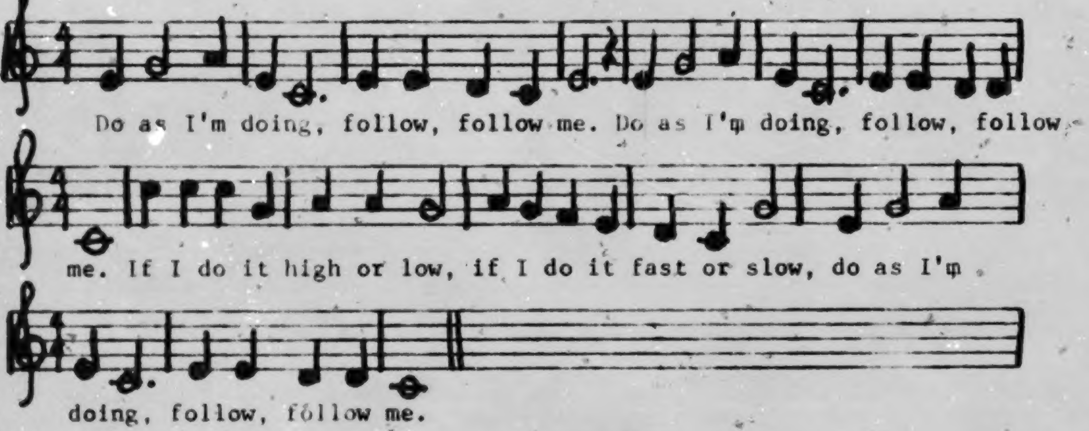
Won't You Come and Walk With Me


(Parent): Won't you come and walk with me, walk with me,
(Child): Yes I'll come and walk with you, walk with you,
walk with me? Won't you come and walk with me, all around the town.
walk with you. Yes I'll come and walk with you, all around the town.

2. Let your child help with housework and talk about what you are doing. You might sing this song as you work:

SONG:

Do As I'm Doing


Do as I'm doing, follow, follow me. Do as I'm doing, follow, follow-
me. If I do it high or low, if I do it fast or slow, do as I'm
doing, follow, follow me.

3. Recipe for play dough and finger paint.

Play Dough:

1½ cup flour
½ cup salt
½ cup water
¼ tsp. liquid dish soap
Several drops food coloring

Mix flour and salt together. Add water, food coloring and soap, and mix well. If dough appears too dry, add more water. Store in air tight containers in refrigerator.

Fingerpaint:

2 cups flour
2 tsp. salt
½ cup water
Several different food colors

Beat the above ingredients (except food color) until mixture is smooth. Add 2 cups of hot water and boil mixture until it is clear. Divide into as many portions (in small bowls) as you desire for different colors. Add food colorings of different hues, one color to a bowl and stir each bowlful with a separate spoon. Store at room temperature in tightly covered containers such as plastic margarine tubs.

SEPTEMBER 4TH WEEK THROUGH OCTOBER - 1ST WEEK

Unit Title: Pre-evaluation

Justification: Evaluation will show where children are developmentally, and areas where they need help. Results can be valuable tools for both parents and family educators. However, it's only a tool and evaluations should NOT be over emphasized.

Specific Objectives:

1. To assist parents in assessing the child's developmental level.
2. To discuss the importance of accepting children at their own level.
3. To provide guidelines and materials for assessing the child's skills in language, motor, cognitive, and social development.
4. To begin the pre-evaluation process.
5. To help parents identify some educational goals for their child.

Activities:

1. Discussion.
    A. Importance of accepting the results of the evaluation and working from there. (Parents should not feel threatened by this evaluation nor should they let the child feel threatened.)
    B. Enlarging on what the child already knows as a teaching goal.
    C. Parents, DO NOT prompt your child. Evaluation is invalid and children feel pressured when parents prompt and coach them.
2. Denver Developmental Screening Test (comprehensive) (LADOCA Project and Publishing Foundation, Inc., East 51st and Lincoln St., Denver, Colorado 80216)
3. Boehm Test of Basic Concepts (cognitive) (The Psychological Corp., 304 East 45th St., New York, N.Y. 10017)
4. Peabody Picture Vocabulary Test (language) (American Guidance Service, Inc., Publishers Bldg., Circle Pines, Minn. 55014)

SEPTEMBER 4TH WEEK THROUGH OCTOBER - 1ST WEEK (Continued)

5. Developmental Test of Visual-Motor Integration (Small motor) (Follett Publishing Co., Chicago, Illinois).
6. "Child Checklist" (Millville Home Start Training Center).
7. "Parent Checklist" (Millville Home Start Training Center).
8. Story for mother to read to child.
9. Free play (favorite toys or activities).
10. Have parents note areas where children need help and discuss ways to help them.
11. Provide handout "Rules and Considerations of Testing ".

Follow-up Activities for Positive Reinforcement:

1. Provide record for parents of evaluation results.
2. Discuss feelings about any misconceptions.
3. Discuss "Home Start Goal Sheet ".

SEPTEMBER - 4TH WEEK THROUGH OCTOBER - 1ST WEEK

Unit Title: Self Concept

Justification: It is essential to have a good feeling about yourself. Parents need a good self-concept in order to be effective teachers. Children need to feel good about themselves in order to make a successful adjustment to life. They should be able to accept failure as well as success.

Specific Objectives:

1. To discuss the importance of the parent's self concept, especially as related to being an effective teacher.

2. To discuss some ways of helping a child to develop a positive self concept.

3. To discuss importance of accepting emotions in self and others.

4. To complete the pre-evaluation.

5. To assist the parent in identifying health and social goals for their family.

Activities:

1. Discussion.
    A. Importance of a positive self-concept.
    B. Importance of positive reinforcement.
    C. Importance of accepting the child's:
        1. Art work.
        2. Testing.
        3. Style of learning.
    D. Self concept is learned mostly from the home environment.
    E. Accept child's emotions.
    F. Self concept as mental health.
    G. Community mental health agencies and resources.

2. Emotions book of stick figures. Provide handout of "Story About Feelings". (*p. 151)

3. Paper plate faces showing emotions.

4. Make name plaque.

5. Make butcher paper outline, (*p. 119) and use to teach size, body and facial parts.

SEPTEMBER - 4TH WEEK THROUGH OCTOBER - 1ST WEEK (Continued)

6. Family photos.

7. Scrapbook. Provide handout "My Book About Me".

8. Face photos.

9. Growth chart.

10. Take in mirror for child to look into and tell parents to place mirrors where children can see into them.

11. Make smile and frown faces and sing, "If You Chance to Meet a Frown". (*p. 119)

12. Talk about color of eyes and skin, etc.

13. Songs:
    "Head, Shoulders, Knees & Toes." See Parent Guide, October 3rd week.)
    "Where Is Thumbkin". (*p. 184)

14. Look at pictures of children from different ethnic groups.

15. Use hats to show occupations.

16. Emotion lotto game. (*p. 123)

17. Make a card saying, "Catch Your Child Doing Something Good", to hang in conspicuous place.

18. Chart your positive and negative responses to other family members.

19. Provide handout "This Little Boy".

20. Provide handout "Positive Reinforcement".

21. Provide handout "A Child Is Someone To Love".

22. Provide handout "A Memorandum From Your Child".

23. Ask parents to identify things which they like about themselves and each family member.

24. Baby Books.

25. Help family write their "Home Start Goal Sheet".

26. Have parent list ten things he or she is (mother, father, teacher, carpenter, etc.) and then cross out four, then four more, then one more. Discuss the thing that is left--the most important self.

Follow-up Activities for Positive Reinforcement:

1. Reinforce use of positive guidance.
2. Reinforce importance of parents having a good self-image.
3. Look at the activities which they have completed during the week such as scrapbook, butcher paper outline, etc.
4. Share photographs that were taken at previous visit.
5. Reinforce acceptance and love of child.

PARENT GUIDE

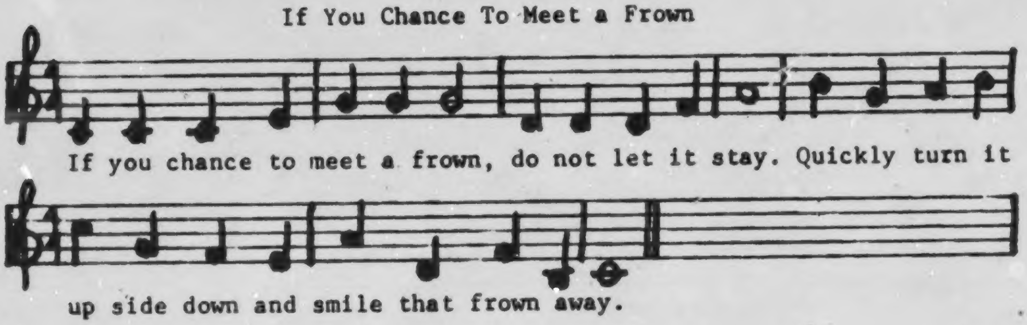
SEPTEMBER - 4TH WEEK

Nothing parents can do all year will be as important as building their children's self-concept. Many children assess their worth or worthlessness in terms of their parents. It is essential to have a good feeling about yourself. Parents need a good self-concept in order to be effective teachers. Parents and children must feel good about themselves in order to make successful adjustment to life. We should be able to accept failure as well as success. A good self-concept is learned mostly at home.

1. Make a card saying, "Catch your child doing something good" and praise and encourage this behavior. (Hang card in conspicuous place.)
2. Tell your child what to do instead of what not to do.
3. Start a scrapbook.
4. Display child's art work at eye level.
5. Sing with child this song, "If you Chance to Meet a Frown".

SONG:

If You Chance To Meet a Frown


If you chance to meet a frown, do not let it stay. Quickly turn it
up side down and smile that frown away.

No one likes a frowny face,
Change it for a smile,
Make the world a better place,
By smiling all the while.

OCTOBER GOALS

HEALTH

Physical Health: (1) Referral for special problems detected in screenings; (2) Personal hygiene and grooming; (3) Relationship between self-concept, nutrition, health, and education; (4) Proper dressing for weather; (5) Body parts (external) and functions.

Dental Health: (1) Teeth as a facial part; (2) Uses of teeth (cutting, tearing, chewing).

Self Concept: (1) Personal hygiene and grooming--independence; (2) Body image (body parts and functions); (3) Motor development's importance to self concept.

Safety: (1) Halloween safety precautions; (2) Importance of teaching safety principles to children.

EDUCATION

General Teaching: (1) Use what child already knows and enlarge upon it; (2) Pre-testing; (3) Set realistic goals; (4) Make learning fun; (5) Use Halloween activities for teaching; (6) Use of field trips.

Language Development: (1) Read regularly; (2) Set a good language model--Don't baby talk; (3) Language development is essential for successful total development; (4) Speech and hearing screening.

Large Motor Development: (1) Pre-test; (2) Referral for motor handicaps; (3) Use of community resources (parks, playgrounds, etc.); (4) Body parts (external) and functions.

Small Motor Development: (1) Pre-testing; (2) Importance for visual perception; (3) Personal hygiene skills; (4) Dressing skills (fastening); (5) Use of puzzles.

Cognitive Development: (1) Pre-testing; (2) Boehm concepts; (3) Autumn/Fall concepts, Halloween concepts; (4) Classification of body parts.

Field Trips: (1) Grocery store; (2) Dentist and doctor offices; (3) Canyons and dams; (4) Beauty shops and barber shops.

PARENT INVOLVEMENT

Meetings and Classes: (1) Parent committees established; (2) Review rights and responsibilities; (3) Officers and Policy Council members elected.

Workshops and Seminars: (1) Buying toys; (2) Use of supplemental foods; (3) Gift making; (4) Language development; (5) Home safety.

STAFF TRAINING

Seminars: (1) Dental health: (2) Working with handicapped; (3) Nutritive values in foods and what they do for the body.

Workshops: (1) Demonstration on snacks for the home; (2) Teaching ways of using small manipulative toys; (3) Basic 4 teaching activities.

OCTOBER - 2ND WEEK

Unit Title: Cleanliness and Hygiene

Justification: Cleanliness enhances a good self-concept and is an important aspect of being accepted. Habits of cleanliness and personal hygiene need to start early in life. Cleanliness, self-help skills enhance independence and social development. Cleanliness is essential to good health.

Specific Objectives:

1. To discuss how cleanliness and hygiene are related to self concept.
2. To discuss the importance of cleanliness to good health.
3. To share ways of helping children to develop habits of good personal hygiene.

Activities:

1. Discussion.
   A. Ways to help children learn hygieve skills.
   B. Incidental learning while bathing.
   C. Bed wetting and hygiene.
   D. Cleanliness and self-concept.
2. Find, cut and classify pictures of grooming items.
3. Give little bars of soap.
4. Give little mirrors and combs.
5. Demonstrate hand washing and face washing.
6. Fingerpainting with Ivory Flakes: emphasize small motor skills and colors. (*p. 131)
7. Provide a snack and wash hands before eating.
8. Field trip to beauty and barber shop.
9. Comparison of clean and dirty smells (grooming products, ammonia, clean and dirty clothes).
10. Give a bath to a doll.

OCTOBER - 2ND WEEK (Continued)

11. Grooming products and cosmetics for children to experiment with.

Follow-up Activities for Positive Reinforcement:

1. Reinforce cleanliness.
2. Reinforce proper way of hand washing.
3. Ask about bath time. "Is it fun? Has it been an effective teaching time?"
4. Reinforce self help skills. "Is the child washing by himself?"

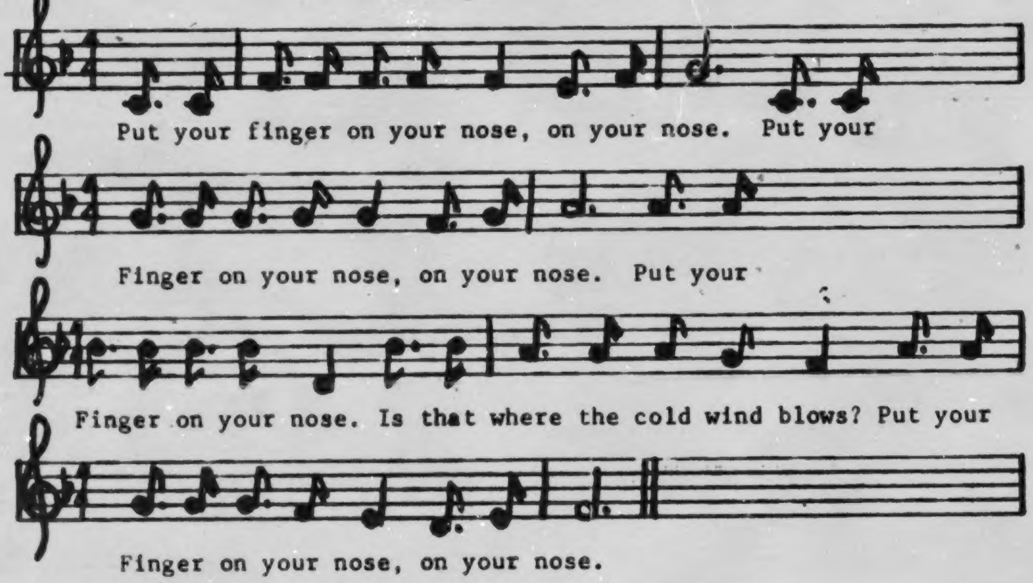
PARENT GUIDE

OCTOBER - 2ND WEEK

When you are clean, you feel better about yourself and others do, too. Habits of cleanliness need to start early in life. It is healthy to get dirty, but it is unhealthy to stay that way.

1. Make bath time a fun time and a time for incidental learning. Identify body parts, pour water from containers, blow bubbles, etc.
2. Buy your children their own personal grooming aids such as soap, lotion, baby powder, comb and brush, and wash cloth.
3. Hang a mirror in a low place so the child can see himself.
4. Have a step or stool by lavatory so child can reach it and learn to wash himself and hang up towel afterwards.
5. Make sure everyone washes hands before eating or preparing food.
6. Share this song with your child (to tune of "If You're Happy and You know it Clap Your Hands "):

Put Your Finger On Your Nose


Put your finger on your nose, on your nose. Put your
Finger on your nose, on your nose. Put your
Finger on your nose. Is that where the cold wind blows? Put your
Finger on your nose, on your nose.

Verse 2: Put your finger on your chest, give it just a little rest.
Verse 3: Put your finger on your belly, make it shake like apple jelly.
(try to make up others!)

OCTOBER - 3RD WEEK

Unit Title: Body Parts and Functions

Justification: Parents need to know that large motor skills are developmental and are essential to a good self-concept and academic success. Many public school teachers feel that motor skills are very important for school readiness.

Specific Objectives:

1. To teach parents which large motor skills preschool children develop.
2. To teach the importance of large motor development to self concept, which in turn, will ultimately benefit academic success.
3. To share ways of teaching names of body parts to children.

Activities:

1. Discussion.
   - A. Sequence of motor development.
   - B. What to expect of children at a particular age.
   - C. The importance of motor development to self-image and later academic success.
2. Observe motor development in children while they participate in activities. (Parent will see as well as hear, about principles of motor development.)
3. Provide handout "Stages of Motor Development".
4. Talk about parts of bodies used in activities.
5. Game with rope. (*p. 119)
6. Get across room without using feet.
7. Roll ball across room without using hands.
8. Bounce a ball: use prepositions "up" and "down".
9. Crawl in and out of a box: use prepositions "in" and "out", "behind" and "in front" and "to the side".
10. Make a scoop-a-loop with bleach bottle. (*p. 124)

OCTOBER - 3RD WEEK (Continued)

11. Make tin can stilts with cans and rope to walk on. (Tuna fish cans work well with beginners.) (Childcraft Vol. 11 "Make and Do", p. 6; More Recipes for Fun, p. 27)

12. Balloon volley ball; keep the balloon in the air.

13. Statue game, tag outdoors. (*p. 119)

14. Walk like animals. (Childcraft Vol. 11 "Make and Do" p. 152-153)

15. Do some easy exercises with children. Example, "Chicken Fat" record, TV show, exercise class.

16. Games and songs:
    "Head, Shoulders, Knees & Toes" (see Parent Guide)
    "Simon Says" (*p. 120)
    "Do As I'm Doing" (see Parent Guide, September 3rd week)
    "Here We Go 'Round the Mulberry Bush" (*p. 120 & p.81)

Follow-up Activities for Positive Reinforcement:

1. Ask for results of observation.

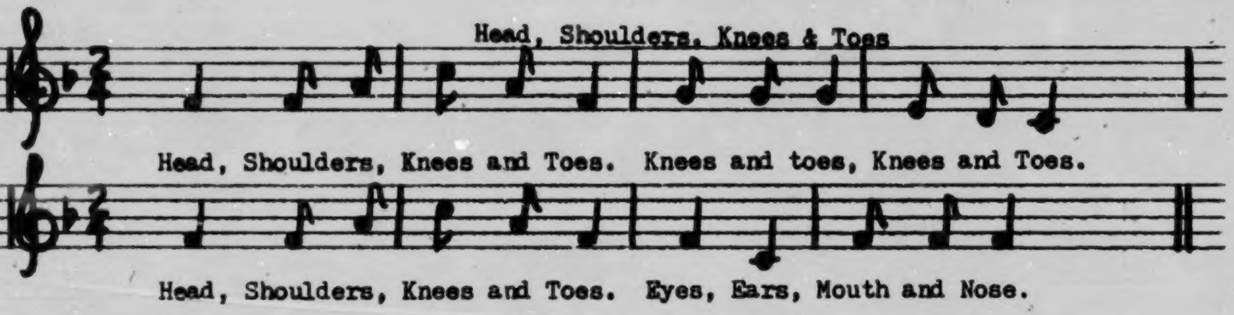
2. Do an exercise.

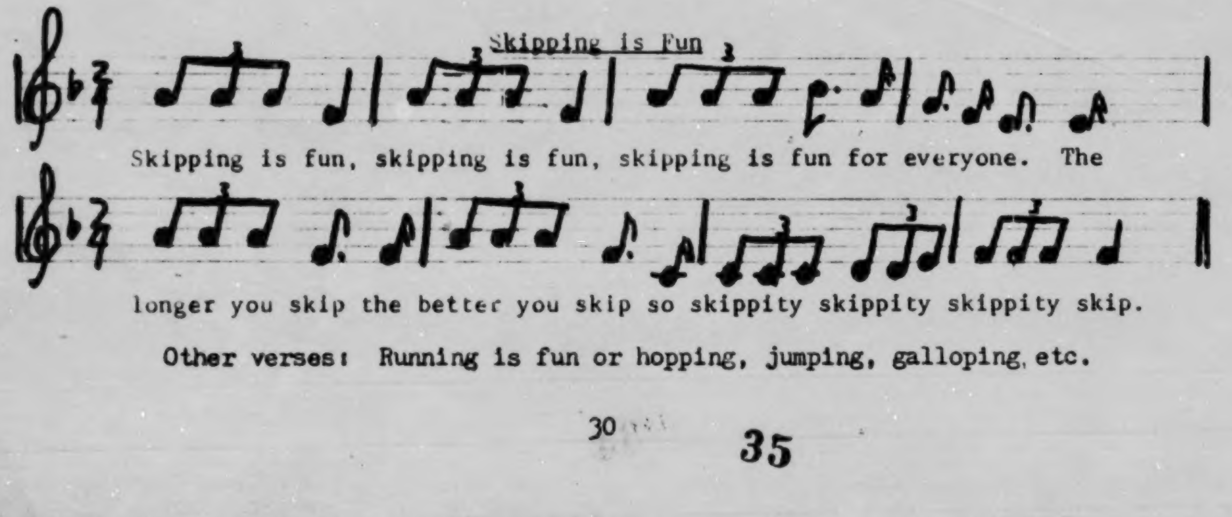
PARENT GUIDE

OCTOBER - 3RD WEEK

Motor development occurs in stages or sequences. As an example, first a baby learns to crawl and then to walk. Motor development progresses from head to feet (baby learns to control head first). Motor development is important to self concept and to later success in school.

1. Exercise with your children.
2. Play games such as:
   "Here We Go Round the Mulberry Bush"
   "I Have A Little Doggie"
   "Ring Round the Rosie"
   "Simon Says"
3. Have your child help make beds, wash walls, dust or sweep.
4. Roll and bounce a ball.
5. Keep ballon in the air.


Head, Shoulders, Knees & Toes
Head, Shoulders, Knees and Toes. Knees and toes, Knees and Toes.
Head, Shoulders, Knees and Toes. Eyes, Ears, Mouth and Nose.


Skipping is Fun
Skipping is fun, skipping is fun, skipping is fun for everyone. The
longer you skip the better you skip so skippity skippity skippity skip.

Other verses: Running is fun or hopping, jumping, galloping, etc.

OCTOBER - 4TH WEEK

Unit Title: Small Muscle Development

Justification: Small muscle development plays an important role in the development of independence (self-help skills), which enhances self concept. It is essential to school and reading readiness, use of school tools, and hand-eye coordination. It leads to development of more advanced skills such as: sewing, playing piano, mechanical skills, etc.

Specific Objectives:

1. To discuss which small motor skills preschoolers develop.
2. To teach the importance of small muscle development to self concept and to academic success.
3. To share ideas for helping children develop small motor skills.

Activities:

1. Discussion.
   - A. Sequence of muscle development as the foundation for academic skills.
   - B. Importance to school and reading readiness.
   - C. Materials and activities that can be used to enhance small muscle development.
   - D. Identify small muscles.
   - E. Learning of self help skills to decrease some of the parent's childcare work.
   - F. How small motor skills enhance self concept.
2. Puzzles - use of puzzles by mother and child. Puzzles help teach concepts such as shapes, size and classification.
3. Make a puzzle: emphasize colors, subject, etc. (*p. 124)
4. Pouring: teach concept of quantity.
5. Blocks - can be homemade from cartons or 2"x4" scrap pieces. Push two clean milk cartons together to make strong, lightweight blocks.
6. Work board with nuts and bolts or jars and lids. (Workjobs p. 30,25)

OCTOBER - 4TH WEEK (Continued)

7. Fasteners (zippers, buttons, snaps or laces).

8. Deck of cards: emphasize numbers and numerals.

9. Stacking toy made from jar lids or cans of varying sizes: teach size and classification.

10. Wood sculpture, hammer and glue small scraps of wood together: stress size, shape, texture.

11. Collage: use collage for incidental learning of color; texture, shapes, size. (*p. 130)

12. Painting and printing. (*p. 131-132)

13. Crayon drawings.

14. Cut and paste.

15. Fingerpainting. (*p. 131)

16. Fingerplays. (*p. 137-140)(Do Your Ears Hang Low, T. Glazer, Doubleday)

17. Food sculpture by fastening pieces of food together with toothpicks. Use cheese curds, raisins, fruit or vegetable pieces, etc.

18. Vegetable and food painting. (Childcraft Vol. 11 "Make and Do" pg. 64)

19. Scrape carrots for a nutritious snack.

20. Lacing cards. (*p. 124)

21. Dropping objects into a jar; such as, clothes pins, raisins, cereal or beans.

22. Grooming activities - using comb, toothbrush, etc.

Follow-up Activities for Positive Reinforcement:

1. Do a follow-up activity such as painting or crayon drawing and observe improvement.

2. Ask about the child's progress with fastening.

3. Ask to see any completed activity done during week.

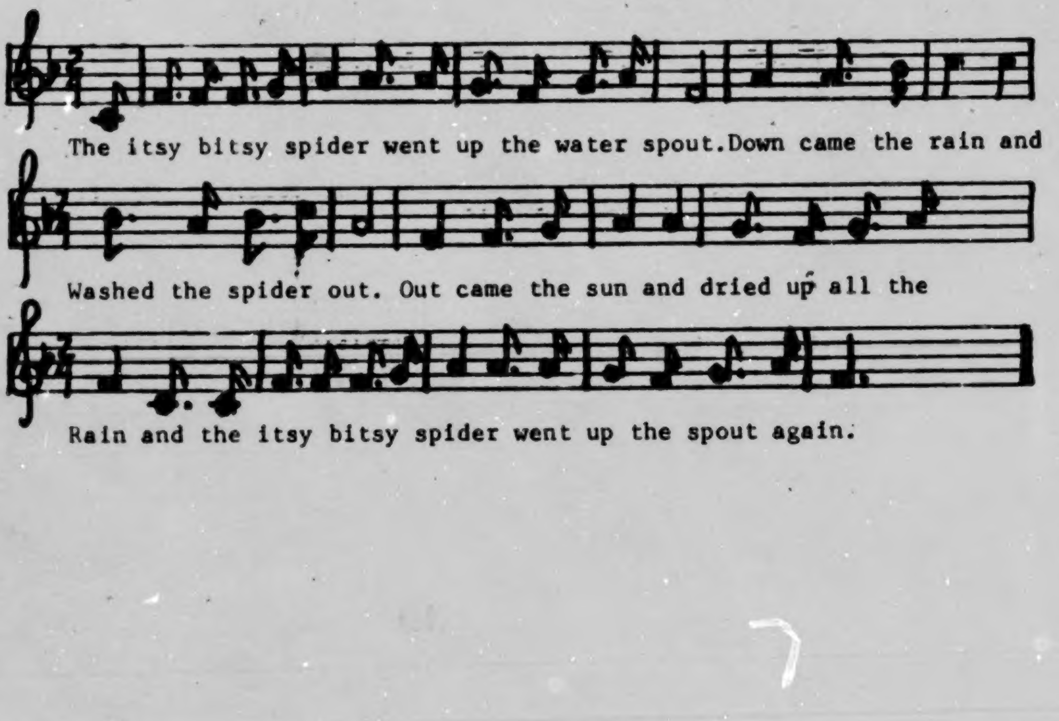
PARENT GUIDE

OCTOBER - 4TH WEEK

Small muscle development means the use of hands and fingers. It is important to eye-hand coordination. A child must first see a target then be able to hit it. An example of this would be pouring milk into a glass. When your child enters school, he needs small muscle skills.

1. Encourage your child to dress himself and fasten his clothes.
2. Let your child spread his bread or pour milk from a small pitcher or bottle.
3. Make your own puzzles. Use magazine pictures and cardboard. Be careful not to make them too hard. Beginning puzzles may only have three or four pieces.
4. Let your child practice lacing shoes.
5. Play a game of dropping clothes pins into a jar or can.
6. Above all have patience. Learning these skills takes time.

Song and Finger Play: Itsy Bitsy Spider (or Eensy Weensy Spider)


The itsy bitsy spider went up the water spout. Down came the rain and
Washed the spider out. Out came the sun and dried up all the
Rain and the itsy bitsy spider went up the spout again.

OCTOBER - 5TH WEEK

Unit Title: Halloween

Justification: Halloween is an excellent time to illustrate incidental learning by using holiday traditions. Parents should be aware of the cognitive development which occurs at this time in their child's life.

Specific Objectives:

1. To reemphasize the importance of incidental learning as a teaching tool.
2. To teach parents the value of accepting child's creative efforts.
3. To teach parents an awareness of Halloween safety precautions and to impress upon them the importance of teaching the same principles to children.
4. To share ways of using traditional holiday activities to teach.

Activities:

1. Discussion.
   - A. Incidental learning.
   - B. Importance of holiday tradition to family closeness.
   - C. Halloween safety like crossing streets, use of knife or fire.
   - D. Nutrition - early supper.
   - E. Concepts preschoolers need to learn: names and labels, colors, shapes, quantity, numbers, classification, time, and seasons, holidays, science, animals, plants, air, wind, earth.
2. Stories.
3. Songs.
4. Make masks: Use this activity for incidental learning (cutting and pasting, color and shapes, self-concept).

OCTOBER - 5TH WEEK (Continued)

5. Finger Play, "Five Little Pumpkins". (*p. 140)
6. Carve a pumpkin: emphasize cutting skills, knife safety, self-concept, colors, shapes, textures, etc.
7. Decorate trick-or-treat bags.
8. Bake or fry pumpkin seeds. (*p. 133)
9. Share pumpkin recipes. Provide handout "Pumpkin Recipes".
10. Collage out of pumpkin seeds.
11. Field trip to get a pumpkin.
12. Halloween tree. (*p. 124)
13. Shape pictures made by pasting precut shapes (orange and black for Halloween).
14. Arrange faces with cloves stuck into an orange.
15. Tell a story about Halloween. Refer to handout "Halloween Ideas". (also Childcraft Vol. 9 "Holidays and Customs" p. 16, 66, 342)
16. Shadow activity. (Childcraft Vol. 11 "Make and Do" p. 58, 308-309)
17. Ghost puppets. (*p. 125)
18. Make witches hats. (Childcraft Vol. 11 "Make and Do" p. 190)
19. Song, "I'm a Mean Old Witch With a Hat". (See Parent Guide)
20. Flannel board poem: "Halloween Subtraction". (Storytelling With the Flannel Board, Book one p. 32)

Follow-up Activities for Positive Reinforcement:

1. Ask about the family's Halloween activities or traditions.
2. Ask how they used incidental learning opportunities.
3. Ask about the use of ideas on the Parent Guide. Find out how they worked.
4. Reinforce the importance of accepting child's creative efforts.

PARENT GUIDE

OCTOBER - 5TH WEEK

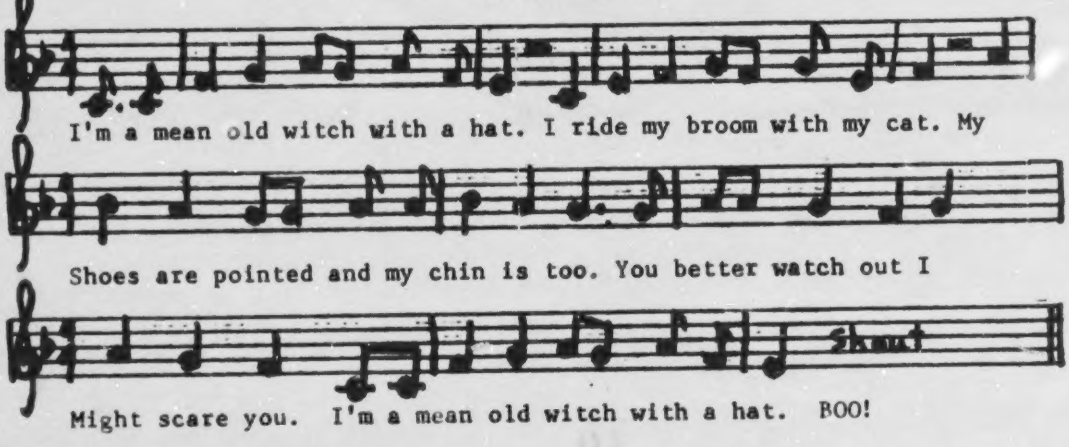
Halloween is a good time to use incidental learning. As an example, talk to your child about colors and shapes you see at this time. It is a good time to talk about safety when crossing streets, or talking with strangers, or playing around fires.

Remember to set limits on how late the children stay out and how much candy they can eat at one time.

1. Use nutritious snacks for Halloween treats to be given to trick-or-treaters.
2. Take your child to select his own pumpkin. Talk about size, shape, color. Let child pay--money concept.
3. Clean and carve the pumpkin. Talk about how it feels and smells and tastes, & safety with sharp instruments.
4. Make pumpkin cookies or pies.
5. Plan a Halloween party at home for neighborhood children. Let children help in planning.
6. Go with your children trick-or-treating. Discuss safety for older children--cars, treat hazards, offenders, check treats before eating.
7. Use the pumpkin seeds in one or more of the following ways: bake and eat, plant, make a collage or use them for counting.
8. Talk about Halloween traditions.
9. This is a good time to talk about autumn (corn stalks, crisp air, leaves, etc.).

Song:

I'm a Mean Old Witch with a Hat


I'm a mean old witch with a hat. I ride my broom with my cat. My
Shoes are pointed and my chin is too. You better watch out I
Shout
Might scare you. I'm a mean old witch with a hat. BOO!

NOVEMBER GOALS

HEALTH

Physical Health: (1) Relationship between general health and dental health; (2) Family recreation.

Dental Health: (1) Regular and proper brushing and flossing for entire family; (2) Dental education for entire family (importance of baby teeth, best times to brush, fluoride); (3) Dental kits and importance of individual toothbrushes; (4) Dental charts; (5) Parents brushing with child--set example, make it fun; (6) Disclosing tablets.

Nutrition: (1) Meal planning using the Basic 4 food plan for a balanced diet; (2) Nutrition and dental health; (3) Holiday cooking; (4) Mealtime as a pleasant time for entire family; (5) Nutrition Train (classification of food groups); (6) Serving skills.

Self Concept: (1) Nutrition and self concept; (2) Children involved in planning and preparation for the holidays; (3) Children serving foods and helping to prepare foods for family; (4) Use of charts for positive reinforcement.

EDUCATION

General Teaching: (1) Use of charts; (2) Use Thanksgiving activities for teaching; (3) Homemade games (at home and in workshop at center); (4) Parents' attitude toward learning affects child's attitudes; (5) Information on basic child development principles.

Language Development: (1) Language materials (books, records, puppets, flannel boards as Christmas gifts); (2) Use children's questions as a teaching/learning experience; (3) Prepositions (up-down, in-out); (4) Referral and follow-up for problems detected in speech and hearing screening.

Large Motor Development: (1) Use large motor to teach prepositions; (2) Use housework for helping children develop large motor skills; (3) Importance of both active and quiet periods in child's day.

Small Motor Development: (1) Household materials for small manipulative games; (2) Small motor skills as necessary for tooth brushing; (3) Food serving skills; (4) Dressing skills (fastening.)

Cognitive Development: (1) Holiday concepts; (2) Color concepts; (3) Homemade games to teach concepts; (4) Classification of food groups.

Field Trips: (1) Turkey farm; (2) Christmas parade; (3) Service stations.

PARENT INVOLVEMENT

Meetings and Classes: (1) Officer training; (2) Child development principles; (3) How to work on proposals, budget.

Seminars and Workshops: (1) Dental health; (2) Homemade games and toys; (3) Meal planning, holiday recipes.

NOVEMBER GOALS - (Continued)

STAFF TRAINING

Seminars: (1) The importance of family and traditions, educational family activities; (2) Holiday safety.

Workshops: (1) Making homemade games; (2) Art activities in the home; (3) Teaching mathematical concepts.

NOVEMBER - 1ST WEEK

Unit Title: Colors

Justification: A form of identification: Stop lights, clothing, food, matching and sorting. Knowledge of colors enhances self-concept when child knows colors in kindergarten. Used for teaching other concepts. Awareness of colors is enjoyable.

Specific Objectives:

1. To help parents teach child the three primary colors.

2. To show parents use of home surroundings for teaching color identification.

3. To teach parents importance of color knowledge to self concept.

Activities:

1. Discussion.
   - A. Why we are teaching colors. Stress importance of using color words when talking to children.
   - B. How to teach colors.
     1. One color at a time; primary colors first.
     2. Stress holiday colors.
   - C. How to use colors to teach other concepts.

2. Matching games using colored objects, pictures, or scraps of construction paper.

3. Food coloring to mix with pudding, mashed potatoes, water, snow, etc.

4. Story, "Spot the Cat". (*p. 143)

5. Twister Game - Milton Bradley.

6. Color walk inside or outside.

7. Color scrapbook to leave in home. (*p. 125)

8. Painting (fingerpaint or with brush). (*p. 131)

9. Mix primary colors with children using tempra, water colors or food coloring.

10. Color binoculars from toilet tissue rolls and cellophane paper. (*p. 125)

11. Make colored glasses or paddles. (*p. 125)

12. Compare colors of skin, hair, eyes.

13. Songs, "My Red Balloon," "Who are you". (See Parent Guide).

14. Books.
    A. Fuzzy Wuzzy's Rainbow (By Julie Summers, Illustrated by Fred Daunna, By Hallmark)
    B. Hailstones and Halibut Bones (By Mary O'Neill, Illustrated by Leonard Weisgard, Doubleday & Co, Inc., Garden City, N.Y.)

15. Puzzles.

16. Play dough or salt and flour clay. (*p. 130)

17. Identify colors of foods.

18. Use scraps of fabrics to teach color.

19. Collage of colored paper.

20. Provide Handout "Color".

Follow-up Activities for Positive Reinforcement:

1. Ask child what color he's wearing; say, "show me something else that color."

2. Book or puzzle with colors.

3. Ask parent what activites for teaching color they tried.

4. Color lotto game. (*p. 123)

5. Ask to see color scrapbook if you left one.

PARENT GUIDE

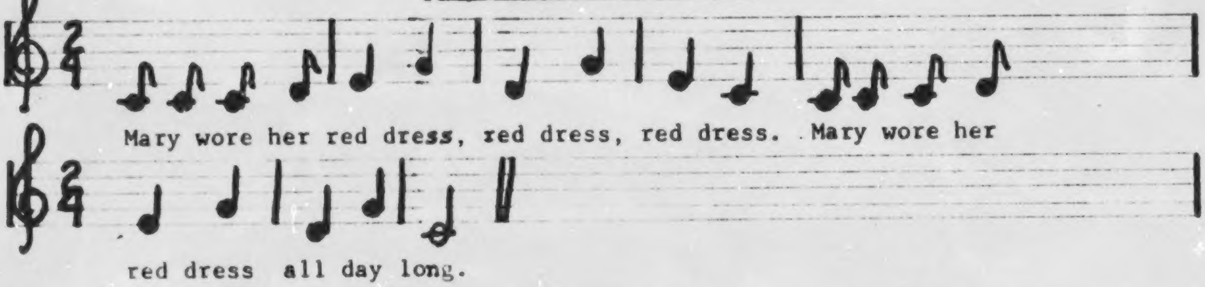
NOVEMBER - 1ST WEEK

It is important for the child to learn colors as early as possible as colors are used in many of his everyday activities. Examples of this would be matching clothing, sorting objects, crossing with traffic lights, or describing foods. Knowledge of colors enhances self-concept when child knows colors in kindergarten.

Activities: (Teach one color at a time.)

1. Trip to grocery store to see colors.
2. Use home surroundings to teach color (sorting laundry, food colors, furniture, etc.).
3. Use catalog to find and match colors.
4. Always talk about what color your child is wearing or eating.
5. Take a walk and play game "I Spy"; such as: "I spy something yellow" and let your child guess what it is.

Mary Wore Her Red Dress

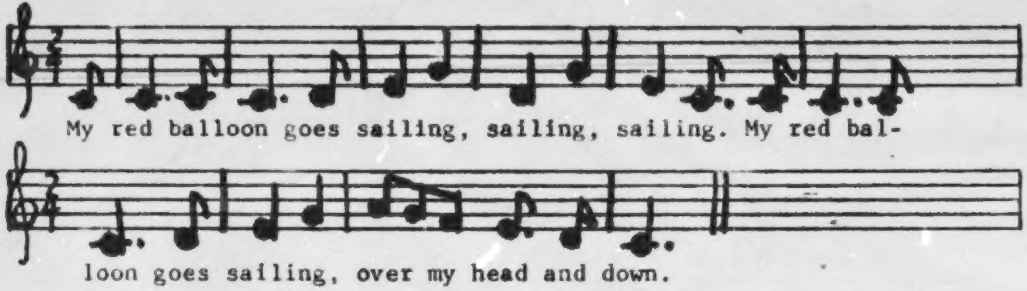

Mary wore her red dress, red dress, red dress. Mary wore her
red dress all day long.

Other verses: Brad wore his plaid shirt, Jodi wore her blue shoes etc.

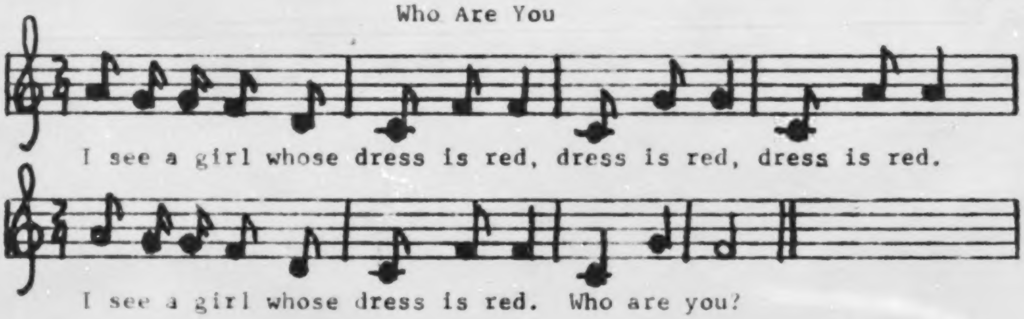
PARENT GUIDE - NOVEMBER - 1ST WEEK (Continued)

Or these to sing with your child:

My Red Balloon


My red balloon goes sailing, sailing, sailing. My red bal-
loon goes sailing, over my head and down.

Who Are You


I see a girl whose dress is red, dress is red, dress is red.
I see a girl whose dress is red. Who are you?

These songs can be sung using any color.

NOVEMBER - 2ND WEEK

Unit Title: Dental Health

Justification: Dental Health affects total health. It affects speech, physical health and appearance, and mental well being. With proper dental habits and care, dental problems can be determined early and expensive dental care reduced.

Specific Objectives:

1. To help parents teach children the importance of good dental health habits.
2. To teach family proper method of cleaning teeth.
3. To teach parents proper nutrition in relationship to good dental health.
4. To teach parents the importance of good dental health in relation to self concept.

Activities:

1. Discussion.
    - A. Home dental care.
    - B. Dental check-ups.
    - C. Nutrition.
    - D. Fluoridation.
2. Make a chart for daily brushing/flossing: use this activity for incidental learning of cutting, pasting, colors; use chart for positive reinforcement. Chart may look like a calendar on a tooth.
3. Demonstrate brushing, flossing and use of disclosing tablet: stress up and down motion, back and forth motion, and prepositions--up and down, in and out, back and forth.
4. Find pictures of good foods for dental health.
5. Songs, "This Is The Way We Brush Our Teeth". (To the tune of "Here We Go Round the Mulberry Bush") (p. 81)
6. Stories.
    - A. "Tommy Tooth".(*p. 141)
    - B. Teeth (Illustrated by Michael Ricketts, Wonder Books, Grosset and Dunlap, Inc., 51 Madison Ave., N.Y., N.Y. 10010)
7. Record, "Good Teeth". (Dental Health Education, 15 Columbus Circle, N.Y., N.Y. 10023)

8. Give small hand mirror. Point out different purposes for teeth.

9. Provide snack that is good for dental health.
   A. Apple boat. (*p. 133)
   B. Carrot sticks, etc.

10. Decorate a cup for holding brush or rinsing mouth. Use waterproof markers on styrofoam cups.
11. Count teeth. Emphasize awareness of their bodies. Number of teeth is important.

12. Field trip to grocery store to choose a healthy snack.

13. Field trip to dental office.

14. Distribute dental health kit.

15. Discuss results of dental screening.

16. Make appointments for family dental exams if not made yet.

17. Look at some simple dental tools so child will be familiar with them.

18. Look at teeth in mirror through magnifying glass.

19. Get real teeth from dentist, both good and bad, to show families.

20. Collage of smiles showing healthy teeth.

21. Make a toothbrush holder by sewing vinyl or naugahide pockets or loops.

Follow-up Activities for Positive Reinforcement:

1. Reinforce importance of proper nutrition to good dental health: milk (calcium), fruits and vegetables, nutritious snacks as opposed to candy or gum.

2. Ask to see chart.

3. Ask about activities suggested on parent guide.

4. Ask about dental appointments.

5. Reinforce up and down, in and out brushing.

6. Count teeth.

PARENT GUIDE

NOVEMBER - 2ND WEEK

Good dental health means that your general health will be better. Good dental health saves money in dental bills. Good dental habits should start early in life. Good nutrition affects good dental health.

1. Provide positive reinforcement for brushing by praising your children and by using a chart.
2. Use fruits, vegetables and cheese, etc., for snacks instead of candy, gum, cookies, etc., which are bad for your teeth.
3. Take your children to the grocery store and talk about foods that are good for dental health. Let them pick out a "good" snack.
4. Let your children play store or dentist.
5. Set a good example by letting your children see you brushing your teeth or brush with them.
6. Have your children find pictures of people with pretty teeth.
7. Have children find pictures of fruits and vegetables (put in separate groups) to reinforce Dental Health.
8. Flossing is very important to total cleaning of teeth but difficult for small children to do. Parents need to help or do flossing for children.

NOVEMBER - 3RD WEEK

Unit Title: Basic 4 and Thanksgiving

Justification: Meals during holidays are more successful if they are planned ahead of time to include the Basic 4 food groups. It is also important to include nutritious snacks to balance all the rich candy and desserts served at this time of year. This is a good time to emphasize family traditions. Take advantage of incidental learning.

Specific Objectives:

1. To teach parents and children about the Basic 4 food groups.
2. To help parents teach children about eating good food.
3. To help parents realize the security benefits derived for the whole family from holiday traditions, in addition to the fun and anticipation for children.

Activities:

1. Discussion.
    - A. Basic 4 food groups.
    - B. Letting children help prepare the meal; incidental learning.
    - C. Importance of accepting child's efforts even if they don't meet adult standards. Use positive reinforcement to help build good self-concept.
    - D. Importance of meal planning in regard to nutrition, low cost, ease of preparation and efficient use of left-overs.
2. Make Nutrition Train for a graphic illustration of eating habits: discuss colors, shapes, and number while cutting and pasting parts of the train. (*p. 126)
3. Story "The Little Chew Chew Train". (*p. 144)
4. Story and filmstrip "Tommy The Train".

(Story by Thelma Ruth West Illustrated by Marilyn Radtke and Joanne Zivny. Verse by Eleanore Wright. Cleveland Dist. Dairy Council, 2010 E. 102 St., Cleveland 6, Ohio.)

NOVEMBER - 3RD WEEK (Continued)

5. Cooking experience: popcorn, applesauce (*p. 134), pudding. Discuss measuring, vocabulary, peeling, cutting, stirring.
6. Make a menu, a meal plan.
7. Make place cards for Thanksgiving dinner.
8. Make a food collage.
9. Thanksgiving decorations.
10. Scrapbooks of things for which they are thankful.
11. Pilgrim hats (*p. 126), Indian headdress (*p. 126), log houses. (Childcraft Vol. 11 "Make and Do" p. 305) (Use straws instead of rolling paper.)
12. Food items using apples such as apple turkeys. (*p. 133)
13. Provide handout "Recipes for Holiday Cooking".
14. Talk about the history of Thanksgiving. (Childcraft, Vol. 9 "Holidays and Customs" p. 159)
15. Flannel board story, "Story of Thanksgiving". (Storytelling With The Flannel Board, Book one p. 37)
16. Field trip to store.
17. Field trip to turkey farm.
18. Provide handout "Basic 4".
19. Provide handout "Seasonal Foods to Buy".
20. Basic Four classification game (*p. 127) for moms and children.

Follow-up Activities for Positive Reinforcement:

1. Sing "Ten Little Indians" song. (See Parent Guide)
2. Ask to see scrapbook if they made one.
3. Ask about their Thanksgiving celebration.
4. Check "Nutrition Train" to see the eating pattern of the family.

NOVEMBER - 3RD WEEK (Continued)

5. Does family think eating habits have changed?

6. Did you try a new, different food? Did your family like it?

PARENT GUIDE

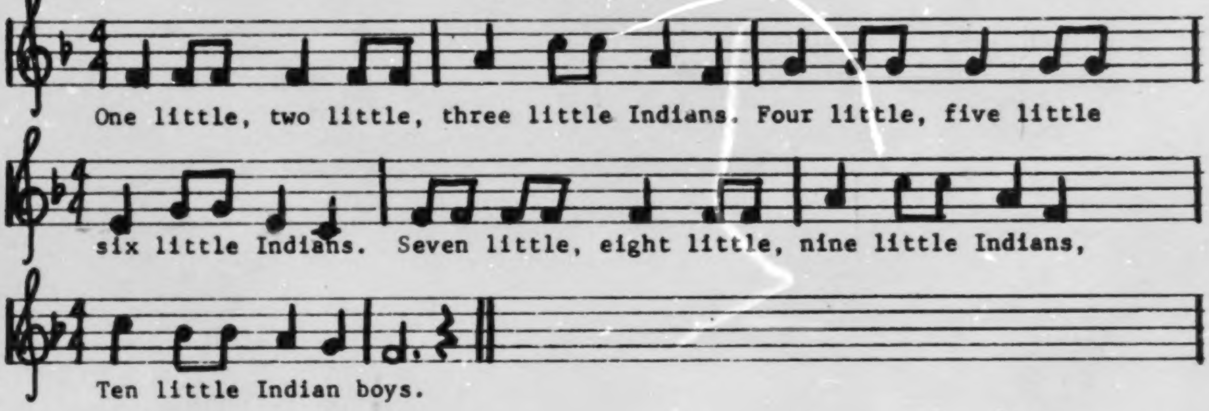
NOVEMBER - 3RD WEEK

We need a balanced daily diet because what we eat today may mean our future health for both body and mind. If meals are planned ahead of time, they are not only more nutritional but are more enjoyable and give mother more time to spend with her family. Be sure to use positive reinforcement when doing activities with your child.

1. Make place cards for family members for Thanksgiving dinner.
2. Review setting table and repeat activity.
3. Let child choose a favorite fruit or vegetable to be included in the meal.
4. Make a collage of traditional Thanksgiving foods.
5. Teach, "Ten Little Indians" counting song.

SONG:

Ten Little Indians


One little, two little, three little Indians. Four little, five little
six little Indians. Seven little, eight little, nine little Indians,
Ten little Indian boys.

DECEMBER GOALS

HEALTH

Physical Health: (1) Holiday safety; (2) Interrelationship of family health; (3) Importance of proper rest especially during holidays; (4) Importance of not overheating house.

Dental Health: (1) Nutrition and dental health--importance of dairy foods; (2) Importance of a no or low sugar diet--alternative holiday snacks and foods to clean teeth; (3) Follow up on chart.

Nutrition: (1) Use of leftover (especially holiday) foods; (2) Children preparing simple foods for family; (3) Nutritious holiday treats; (4) More holiday recipes.

Self Concept: (1) Family traditions as builders of identity; (2) Importance of positive family relations to development of positive self concept; (3) Children involved in planning and preparation for holiday; (4) Importance of parents teaching children their own real meaning of Christmas.

Safety: (1) Selecting safe toys for children; (2) Fire safety with Christmas decorations.

EDUCATION

General teaching: (1) Using holiday activities for teaching; (2) Using shopping trips to town as educational field trips; (3) Using all senses to experience holiday; (4) Involving entire family in education of young children; (5) Importance of math concepts to everyday activities.

Language Development: (1) Christmas songs; (2) Picture reading of Christmas cards; (3) Teach appropriate use of language materials received at Christmas such as books or puppets; (4) Using quantitative words (more/less, large/small, etc.); (5) Counting rhymes, Christmas rhymes.

Large Motor Development: (1) Family large motor activities; (2) Using large motor activities to teach concepts (counting); (3) Exercise as a tension release.

Small Motor Development: (1) Importance of creative use of art materials without criticism from parents; (2) Small motor games for the family; (3) Food preparation skills.

Cognitive Development: (1) Numerical and quantitative concepts; (2) Counting skills; (3) Time concepts (day, month, year); (4) Holiday concepts.

Field Trips: (1) Downtown (lights, Santa); (2) Museums. (3) Rest home to sing Christmas songs.

PARENT INVOLVEMENT

Meetings and Classes: (1) Christmas party for parents and children.

Workshops and Seminars: (1) Nutritious snacks; (2) Holiday meals; (3) Sharing traditions.

STAFF TRAINING

Seminars: (1) Home health, (2) Prenatal health.

Workshops: (1) Speech and language activities; (2) Ideas for teaching about seasons.

DECEMBER - 1ST WEEK

Unit Title: Counting and Number Concepts

Justification: Number concepts provide a background for most of our everyday activities. They also build the foundation for math readiness in school.

Specific Objectives:

1. To increase parents' awareness of the importance of quantity/number concepts in math readiness, since math is the foundation of our entire universe and essential to daily functioning.

2. To discuss with parents the importance of counting skills and number concepts to school readiness and self concept.

3. To share several ideas for teaching counting and number comcepts.

Activities:

1. Discussion.
   A. Why it is important in their daily lives; examples:
      1. Cooking.
      2. Budgeting.
      3. Setting table.
      4. Laundry.
      5. Telling time.
      6. Self concept.

2. Make counting cards (beans, buttons, pictures).

3. Make scrapbooks.

4. Games, egg carton (*p. 127), board games, etc.* (Workjobs p. 138, 168, 170; More Recipes For Fun p. 5)

5. Use calendars for numeral recognition; cut up old calendars for matching.
6. Divide objects into sets or groups.

7. Counting rhymes*. (*p. 138)

8. Provide handout "Counting Rhymes".

9. Provide handout "Ideas for Counting Activities in the Home".

10. Stories.
    A. Fuzzy Duckling (by Jane Werner, Golden Press, N.Y., N.Y.)
    B. "Three Bears" and "Three Pigs" (The Tall Book of Nursery Tales, illustrated by F. Rojankovsky, Harper and Row, Pub., N.Y., N.Y.)

DECEMBER - 1ST WEEK (Continued)

11. Activity records. (*p. 121)
12. Flannel board story, "The Winter Picnic." (Storytelling with The Flannel board Book one, p. 160)
13. Counting the days until Christmas - make an advent calendar or paper chain to tear links off of.
14. Count jumps, hops, etc.
15. Measuring activities such as cooking activities, etc.
16. Size concept activities (large/small).
17. Quantity concept activities (more/less).

Follow-up Activities for Positive Reinforcement:

1. Do some counting.
2. Review some of the counting rhymes.
3. Ask parents about some counting activities they did during the week.

PARENT GUIDE

DECEMBER - 1ST WEEK

Counting and number concepts should be emphasized at this time as they serve as a background for most of our everyday activities. They also help the child prepare for reading and math skills they'll learn in school. Be sure to make these activities fun so your child will enjoy math.

1. Count with your child objects in the home: clothes, dishes, windows, doors and chairs, members of the family, etc.

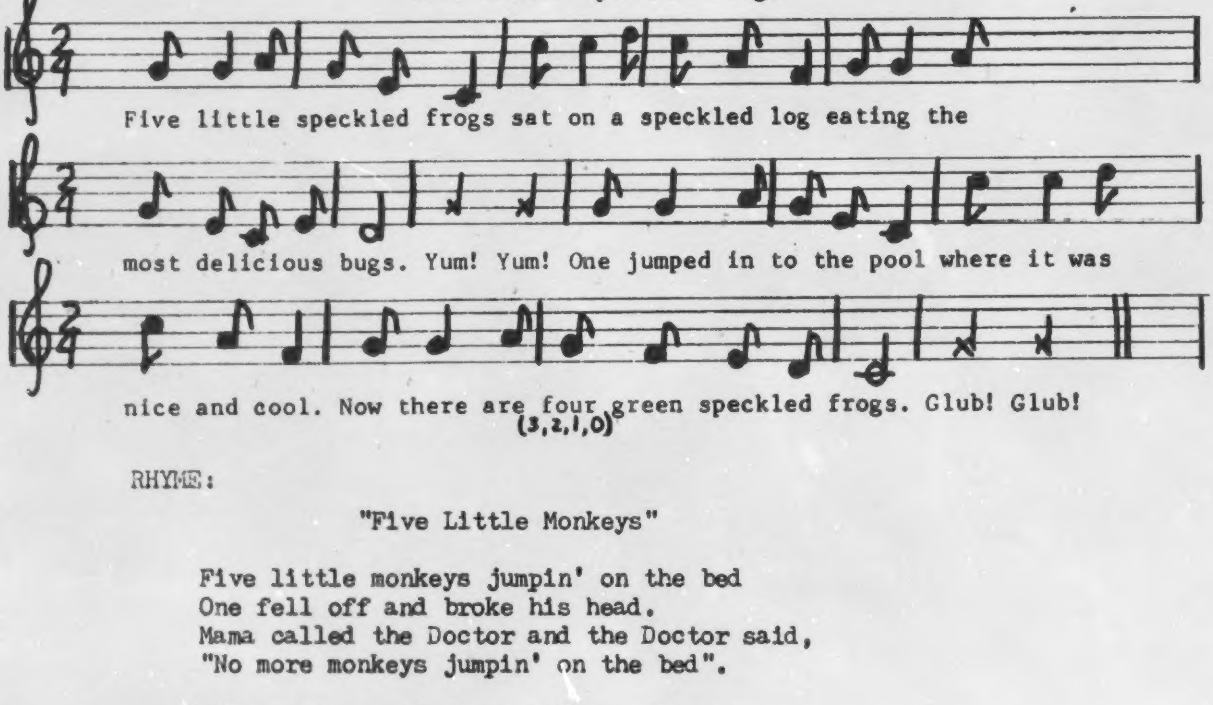
2. Play some family games such as cards, dominoes, etc.

3. Set the table for the family. This will allow the child to count family members, plates, forks, spoons, glasses, etc.

4. Use counting rhymes and songs.
   A. Ten little Indians.
   B. Five Speckled Frogs.
   C. One, Two, Buckle My Shoe.
   D. Five Little Monkeys.

SONG:

Five Little Speckled Frogs


Five little speckled frogs sat on a speckled log eating the
most delicious bugs. Yum! Yum! One jumped in to the pool where it was
nice and cool. Now there are four green speckled frogs. Glub! Glub!
(3,2,1,0)

RHYME:

"Five Little Monkeys"

Five little monkeys jumpin' on the bed
One fell off and broke his head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumpin' on the bed".

Four little monkeys jumpin' on the bed
Etc. Three, two, one.

DECEMBER - 2ND WEEK & 3RD WEEK

Unit Title: The Family Traditions

Justification: Family traditions give stength, security, support. A child must develop pride in his family as well as himself because his self-concept is tied in with his family.

Specific Objectives:

1. To discuss the security and family strengths derived from holiday traditions.

2. To increase awareness of the various structures of a family.

3. To stress to family the importance of the concept of giving and receiving.

4. To reinforce parents' ideas for incidental learning opportunities during the holidays.

5. To emphasize the importance of involving children in the planning and doing of activities, and accepting their suggestions.

Activities:

1. Discussion.
    A. The parent and child should understand that a family is made up of different combinations. Some children may only have one parent, some no brothers or sisters, some grandparents living in the home.
    B. Traditions of the family:
        1. Gift buying and giving.
        2. Holiday meals.
        3. Customs of different cultures.
        4. Decorations.
    C. Family health during holidays - budgeting time, rest, snacks and nutrition, etc.
    D. Involving children in planning and preparation for holidays and all holiday activities.
    E. Importance of proper rest and exercise during holidays.
    F. Gifts do not need to be expensive or material--gifts of self, a message or promise to do something special, etc.

2. Collect ideas of Christmas and New Year traditions from the families.

3. Safety during holidays;discuss and identify dangers and prevention.
    A. Electricity.
    B. Fire.
    C. Climbing.
    D. Travel.
    E. Safe toys.

4. String popcorn, cranberries, cheerios.

DECEMBER - 2ND WEEK & 3RD WEEK (Continued)

5. Paper chains and other decorations. (Childcraft Vol. 11 "Make and Do" p. 142-149)
6. Stories, poems and songs about Christmas.
7. Make wrapping paper by printing, painting, or coloring on newsprint or paper bags; wrap gifts.
8. Make cookies and decorate. Provide recipe "Gingerbread Men". (*p. 133)
9. Arrange to have entire family together to get and trim tree.
10. Colored popcorn balls. (*p. 133)
11. Make an inexpensive gift for someone.
12. Be aware of the sights, sounds, colors and smells of Christmas, and use for incidental learning.
13. Cut from catalog or magazine a picture of a gift for each member of the family. Mount these and use as card ornament or make a collage.
14. Display Christmas cards.
15. Use last year's Christmas cards for making decorations and gift wrapping.
16. Provide handouts:
    - A. "Defensive Driving/Winter Driving".
    - B. "Holiday Snacks".
    - C. "Family Constellation".
    - D. "Selecting Safe Toys For Children".
17. Use eggs cartons, toilet paper rolls to make decorations, favors, gift boxes, etc.
18. Make green paper tree and make paper ornaments to glue on.
19. Make 5 pointed stars. (Childcraft Vol. 11 "Make and Do" p. 300)

Follow-up Activities for Positive Reinforcement:

1. Ask about family's Christmas.
2. Discuss concept of year and New Year.
3. Sing "Jingle Bells".

PARENT GUIDE

DECEMBER - 2ND AND 3RD WEEKS

Family traditions give the children and parents something to look forward to and remember. Talk about the traditions you have in your home and ask your children if they can remember what they did last year. Tradition does not happen just at holidays; it can happen anytime.

1. Take a walk to see Christmas lights.
2. Visit a shut-in.
3. Go Christmas shopping.
4. Discuss with your child your own family's meaning of Christmas.
5. Collage of pictures of gifts to give to others.

Christmas

Christmas is coming
The geese are getting fat.
Please put a penny
In an old man's hat.

If you haven't got a penny,
A half penny will do.
If you haven't got a half penny
Then God bless you.

Little Jack Horner

Little Jack Horner
Sat in a corner
Eating his Christmas pie.

He stuck in his thumb
And pulled out a plum
And said, "What a good
boy am I!"

Christmas comes but once a year
And when it comes it brings good cheer.

JANUARY GOALS

HEALTH

Physical Health: (1) Proper dress for winter; (2) Nose blowing, covering mouth to cough or sneeze; (3) Care of sick, home nursing--don't cater to sick children; (4) Importance of clean house for prevention of family illnesses; (5) Body parts (internal) and function; (6) Good health as necessary for good education.

Dental Health: (1) Dental health and speech development.

Nutrition: (1) Recipes for hot one dish meals; (2) Food buying guide; (3) Buying foods in season; (4) Using mealtime to teach language.

Self Concept: (1) How what is said to children affects self concept (receptive language); (2) Using what child knows and talks about to develop expressive language; (3) Learning good health habits at home.

Safety: (1) Accident prevention; (2) Recognition of poisonous and dangerous household items such as cleaning supplies, drugs, vitamins, etc.

EDUCATION

General Teaching: (1) Talking and listening; (2) Using the public library and bookmobile; (3) Basic child development principles and characteristics at different age levels; (4) Importance of repetition; (5) Adequate language development as essential for school success; lack of it as the primary cause of school failure.

Language Development: (1) Picture reading; (2) Isolated sound (speech) production; (3) Using nursery rhymes and poems; (4) Using puppets, flannel boards. (5) Using libraries; (6) Explaining receptive and expressive language.

Large Motor Development: (1) Using large motor activities to teach language, such as following instructions (receptive), and using action words to describe motor activities (expressive); (2) Indoor motor activities for winter; (3) Importance of large motor activities to general health.

Small Motor Development: (1) Using small motor activities to teach language; (2) Using household chores (hanging and folding clothes, etc.) to develop small motor skills; (3) Using fingerplays for small motor and language development.

Cognitive Development: (1) Winter concepts (time, seasons, temperature, weather, clothing, health, etc.); (2) Time concept--year; (3) Using stories, poems, songs to teach cognitive concepts; (4) Noting weather and season changes with children; (5) Cognitive development as part of language development.

Field Trips: (1) Winter sports area; (2) Library; (3) School plays.

PARENT INVOLVEMENT

Meetings and Classes: (1) Child development; (2) Home nursing; (3) Registration for adult education classes; (4) Planning fund raising projects.

JANUARY GOALS (Continued)

Workshops and Seminars: (1) Money management; (2) Ideas for speech and language program; (3) Storytelling, flannel boards; (4) Motor development.

STAFF TRAINING

Seminars: (1) Home safety; (2) Infant stimulation.

Workshops: (1) Teaching shapes, reading readiness; (2) Creative movement activities; (3) Music and homemade instruments.

JANUARY - 1ST & 2ND WEEK

Unit Title: Language Development and Speech

Justification: The primary cause for failure in elementary school is inadequate language development. Eight out of ten language problems should not have existed. Children need a correct model because language is learned through imitation. It is essential to talk with and especially to listen to children.

Specific Objectives:

1. To discuss the importance of language development to cognitive development and to self concept.
2. To discuss the importance of parents talking to and listening to a child from birth.
3. To share ideas for receptive and expressive language activities.

Activities:

1. Discussion.
    - A. Importance of language development.
    - B. Help children make specific sounds.
    - C. Speech is developmental.
    - D. Listen to your child's speech; be aware; be accepting.
    - E. Language is learned. Talk to your child; be a correct model.
2. Isolated sound cards, "Magic Slate", and other home activities for language development (available from Wayne Butler, Speech and Hearing therapist, Box Elder School District, Courthouse, Brigham City, Utah).
3. "Speech, Sound Fun". (Poems by S. Wayne Butler, Illustrated by Dorothy Hoggan, Go-Mo Products, Inc., 1906 Main Street, Cedar Falls, Iowa).
4. Picture Reading.(*p. 120) Picture books, magazines, photos and catalogs. This activity is good for expressive/receptive language, awareness, reading readiness, matching.
5. Puppets. (Childcraft Vol. 11 "Make and Do" p. 193-201; Recipes for Fun, p. 10-11)

JANUARY - 1ST & 2ND WEEK (Continued)

6. Use flannel boards to teach concepts, sizes, shapes, colors and counting. Trace any simple drawing onto interfacing material.
   A. Stories.
   B. Poetry.
   C. Cartoon characters.
   D. Nursery Rhymes. (* p. 148-150)

7. Field Trip to library to use community resources.

8. Provide handout "How to Tell Stories".

9. Provide handout "Selecting Poetry and Books for Children".

10. Songs (*p.151-158).

11. Provide handouts "Talking With Kids" and "Language Development of Children".

12. Help child write his own book or story. Write down his words and help him collect or draw pictures, etc.

13. Use tape recorder.

14. Work on following instructions for large motor activities.

15. Provide handout "Suggested Guidelines for Reading a Book to a Child".

16. Provide handout "Things to Remember in Helping Your Child Develop Language".

Follow-up Activities for Positive Reinforcement:

1. Tell story using flannel board figures made during week.

2. Play with homemade puppets.

3. Tape record a song or poem learned during the week.

4. Practice speech sounds.

5. Observe impact of previous activities on child's language.

PARENT GUIDE

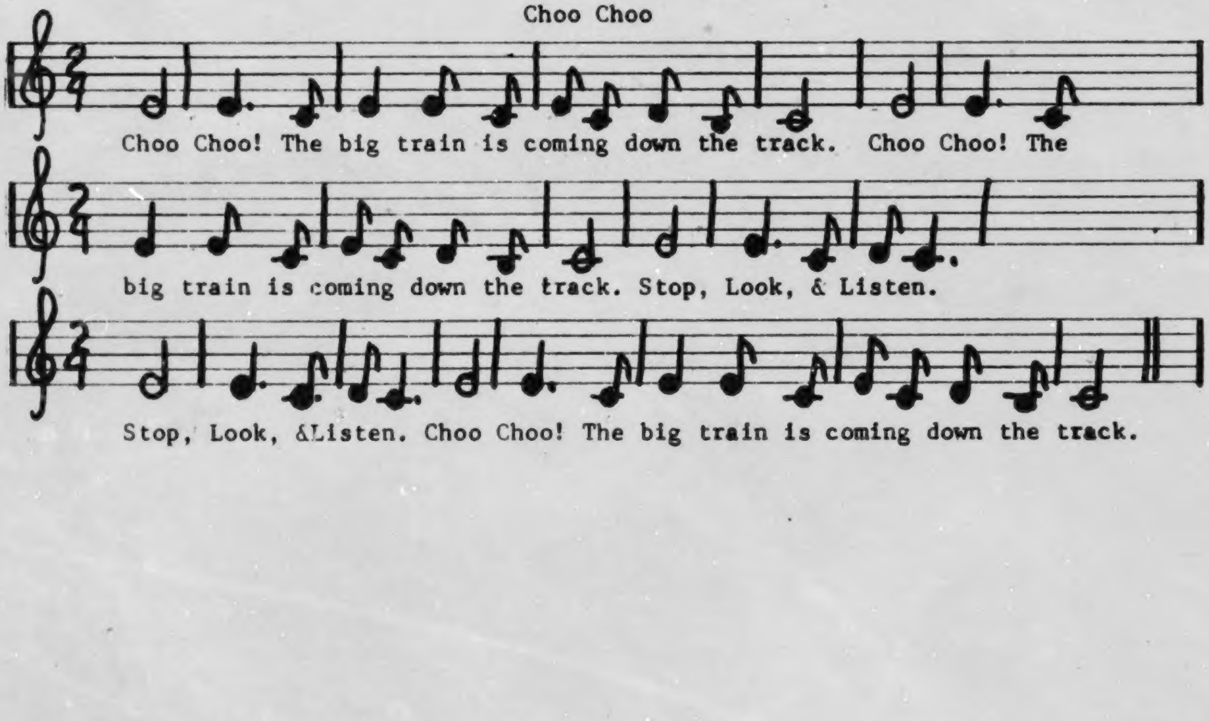
JANUARY - 1ST & 2ND WEEK

A primary cause for failure in elementary school is inadequate language development. Children need a correct model because language is learned through imitation. It is important to talk to your child, as well as listen.

1. Whenever you are with your child, talk about what you are doing even if the child is only a baby.
2. Make a flannel board story.
3. Do picture reading with family photos, magazine pictures and other pictures. Write down what the child says.
4. Find pictures or objects that have the same beginning sound.
5. Take your child to "story hour" at the library.
6. Use library and Bookmobile.

SONG:

Choo Choo


Choo Choo! The big train is coming down the track. Choo Choo! The
big train is coming down the track. Stop, Look, & Listen.
Stop, Look, &Listen. Choo Choo! The big train is coming down the track.

JANUARY - 3RD WEEK

Unit Title: My Home and My Health

Justification: A healthy, safe home and family make a better environment for learning. Home is where we spend most of our time, especially in winter. More children are hurt (killed and injured) by accident than disease. More of these accidents occur in the home than any other place. Good health is essential for total development. Much family illness can be prevented.

Specific Objectives:

1. To teach parents that good health is important for total development.
2. To teach parents the importance of up-to-date immunizations.
3. To reinforce good nutritional habits.
4. To reinforce preventative medicine.
5. To provide information on preventing accidents and poisoning.

Activities:

1. Discussion.
    - A. How to keep family healthy during winter.
        1. Check health records for immunization.
        2. Symptoms of ill health.
        3. Prevention of spreading disease.
        4. How to care for the sick.
        5. Proper exercise.
    - B. Discussion of winter time nutrition.
        1. Hot one-dish meals.
        2. Vitamins. Good nutrition is essential to physical and mental well-being.
    - C. Importance of not overheating house.
    - D. Poison and accident prevention.
2. Provide handout "Care of Common Childhood Diseases".
3. Provide handout "Your Part As a Parent to Prevent Accidents".
4. Make a floor plan of a house using pictures of furniture from magazines or catalogs. (More Recipes for Fun p. 16) This activity makes child more aware of his home and reinforces education concepts such as color, size, and classification.
5. Make a decoration for the home to provide a boost for post holiday let down.
6. Provide handout "Quick Reference Health Chart". (By LaVerne Hill, R.N., Health Services, Early Childhood Education, Matheson School, 1240 American Beauty Drive, Salt Lake City, Utah, Phone: 355-1796).

7. Make vegetable soup and provide handout "Nutrient Value of Vegetable Soup". Emphasize knife safety, cutting skills, colors, amounts, sizes.
8. Find pictures of nutritional food.
9. Pick-up game. Teach organization and classification in the homes and teach responsibilities.
10. Make flannel paper doll with winter clothes. (Childcraft Vol. 11 "Make and Do" p. 302-303) Teach proper winter dress.
11. Make paper plate and kleenex faces. (*p. 127) Teach that coughing and sneezing spreads germs.
12. Look at pictures of things we do to stay healthy (Natn'l Dairy Council).
13. Use spray bottle to show how germs spread.
14. Sing "Kerchoo" (My Picture Book of Songs, p. 47).
15. Nursery rhymes: Three Little Kittens, Wee Willie Winkie. (Parent Guide).
16. Provide handout "Built-in Babysitters", indoor activities for children.
17. Make a lap table out of card board boxes.
18. Indoor large motor activities.
19. Look at and discuss some things that are poisonous.
20. Use household chores to teach.

Follow-up Activities for Positive Reinforcement:

1. Ask about activities from "Built-in Babysitters".
2. Sing "Kerchoo" and reinforce covering mouth to cough or sneeze.
3. Ask about new recipe for hot one-dish meal.
4. Play with bean bags or pantyhose balls and bats (*p. 128).
5. Ask about check list, "Your Part As A Parent To Prevent Accidents".

PARENT GUIDE

JANUARY - 3RD WEEK

In the winter we spend a large amount of time indoors. It is important that we provide a healthy safe home. We need to have activities to keep our children busy, happy, healthy and safe.

1. Make panty hose balls and bats.
2. Make bean bags.
3. Use balloons and balls.
4. Find pictures of homes.
5. Use chart to reinforce bedtime.
6. Find and try a new one-dish recipe.
7. Make sure your doctor and dentist appointments are complete.
8. Check your home for poisons and common dangers.

Three Little Kittens

Three little kittens lost their mittens,
and they began to cry,
"Oh, mother dear, we sadly fear
our mittens we have lost

"What! Lost your mittens,
you naughty kittens!
Then you shall have no pie."
"Meow, meow, meow"

The three little kittens found their mittens,
and they began to cry,
"Oh! Mother dear, see here, see here,
our mittens we have found!"

"What! found your mittens,
you good little kittens,
Then you shall have some pie."
"Purr, purr, purr."

Wee Willie Winkie

Wee Willie Winkie
Runs through the town,
Upstairs and downstairs
In his nightgown;
Rapping at the window,
Crying through the lock,
"Are the children
In their beds?
For now it's 8 o'clock.

Snowman (Action Poem)

Once there was a snowman, snowman, snowman
Once there was a snowman: tall, tall, tall.

In the sun he melted, melted, melted,
In the sun he melted: small, small, small.

JANUARY - 4TH WEEK

Unit Title: Winter/Seasons

Justification: Enjoyment can be found in all seasons. With enthusiasm, winter can be an exciting season. Parents can provide opportunities for their families to participate in indoor and outdoor activities to promote good mental and physical health. Winter is a very good good time to teach time concepts and awareness of weather and seasons and to utilize incidental learning.

Specific Objectives:

1. To help parents become aware of the positive experience winter can offer.
2. To teach parents ideas for teaching children about seasons.
3. To teach parents to be aware of and help children to be aware of weather changes.
4. To share with parents some ideas for indoor and outdoor winter activities.

Activities:

1. Discussion.
    - A. Taking advantage of the weather and season changes to teach children.
    - B. Time concepts, seasons (Yesterday, today, tomorrow).
    - C. Proper clothing.
    - D. High indoor temperature not healthy.
    - E. Nutrition during winter.
2. Make jello, frozen desserts in snow.
3. Outdoor snow activities.
    - A. Snow angels--lie down on back in fresh snow, move arms up and down to form wing pattern, get up carefully.
    - B. Snow men or women.
    - C. Snowballs.
    - D. Sliding and sledding.
    - E. Foot prints.
4. Catch snowflakes on black paper.
5. Make bird feeders. (More Recipes For Fun p. 24)
6. Melt snow. This shows dirt in snow and shows what happens when snow melts.

JANUARY - 4TH WEEK (Continued)

7. Freeze ice. Discuss expansion of water.
8. Make paper snow flakes. (Childcraft Vol. 11"Make and Do" p. 301)
9. Take a walk in the snow.
10. Stories and books.
    A. Hibernation, "Bear Story". (*p. 145-146)
    B. "The Winter Picnic" (Storytelling with the Flannelboard, I, p. 160).
11. Nursery rhymes (Parent Guide).
12. Look at pictures of snowy winter scenes.
13. Monthly weather calendar--symbols of weather. (*p. 128) Chart daily weather for a month. (More Recipes for Fun p. 21)
14. Winter picture using cotton balls.
15. Make pellon snowmen to use on flannel board. Use to teach size, shape, numbers.
16. Use thermometers.
17. Show pictures and ask if this is day or night.
18. Ask child to get out proper outdoor clothing.
19. Reinforce fastening, independent dressing.
20. Provide handout "Recipes for Hot One-Dish Meals".
21. Food buying guide for buying foods in season
22. Look at pictures of different kinds of weather.
23. Provide handout "Winter".

Follow-up Activities for Positive Reinforcement:

1. Talk about the weather, temperature.
2. Ask about melted snow.
3. Ask about activities done in snow.

PARENT GUIDE

JANUARY - 4TH WEEK

Look for beauty in each changing season. Use the changes of season to teach such things as time, temperature, weather. Use outdoor winter activities for large and small motor development.

1. Keep track of weather using a calendar or weather dial.
2. Use thermometer to compare indoor and outdoor temperatures.
3. Participate in snow activities.
   A. Snowmen.
   B. Snow angels, etc.
4. Make a frozen dessert.
5. Bring snow indoors and let it melt.

NURSERY RHYMES:

The Seasons

Spring is showery, flowery, bowery,
Summer is hoppy, croppy, poppy,
Autumn is wheezy, sneezy, freezy,
Winter is slippy, drippy, nippy.

Winter

Cold and raw the north winds blow
Bleak in the morning early.
All the hills are covered with snow,
And winter's now come fairly.

North Wind

The north wind doth blow,
We soon shall have snow
And what will poor Robin do then?
Poor thing!

He'll sit in a barn
To keep himself warm,
And hide his head under his wing.
Poor thing!

When the Snow is on the Ground

The little robin grieves
When the snow is on the ground

For the trees have no leaves
And no berries can be found

The air is cold, the worms are hid;
For robin here what can be done?

Let's throw around some crumbs of bread,
And then he'll live till snow is gone.

FEBRUARY GOALS

HEALTH

Physical Health: (1) Importance of appropriate indoor and outdoor exercise in winter; (2) First aid.

Dental Health: (1) Dental health and general health; (2) Review dental habits.

Nutrition: (1) Special tips for feeding children--small serving, variety, eye appeal, homemade baby food; (2) Using mealtime to teach concepts-(shapes, sounds); (3) Changing forms of food-storing, cooking.

Self Concept: (1) Body shapes; (2) Homes--address; (3) Meaning of Valentine's Day and cards for special people; (4) Creative movement; (5) Use of senses--hearing.

Safety: (1) Recognition of traffic signs by shape; (2) Ear safety.

EDUCATION

General Teaching: (1) Using sense of hearing, listening skills to teach; (2) Class on solving behavior problems/discipline; (3) Importance of consistency--set realistic limits, follow-through; if you can't follow through, don't make threats; (4) Importance of shape concepts to reading readiness (5) Use of Valentine's Day activities for teaching.

Language Development: (1) Using music--songs; (2) Recording voice; (3) Hearing is essential to speech and language development; (4) Sounds--recognition of sounds in everyday environment--pitch, rhythm.

Large Motor Development: (1) Creative movement; (2) Using music for large motor activities; (3) Importance of rhythm, grace to total body development.

Small Motor Development: (1) Using small motor activities to teach shape and other concepts; (2) Drawing simple shapes, figures; (3) Simple writing must be taught correctly.

Cognitive Development: (1) Shape concepts; (2) Names and labels; (3) Classification; (4) Using music to teach concepts; (5) Post office as a community service; (6) Postal concepts (mailman, mail truck, envelope, stamps, mailbox, return address).

Field Trips: (1) Post office; (2) School concerts; (3) Outdoor winter recreation (skating, tubing, etc.).

PARENT INVOLVEMENT

Meetings and Classes: (1) First aid training; (2) Child guidance; (3) Single parents' group.

Seminars and Workshops: (1) Home safety; (2) Consumer education; (3) Homemade musical instruments; (4) Cooking with whey.

STAFF TRAINING

Seminars: (1) Fire safety; (2) Grains; (3) Protein.

Workshops: (1) Creative storytelling and poetry; (2) First aid; (3) Five senses.

FEBRUARY - 1ST WEEK

Unit Title: Shapes

Justification: Everything has a shape. When children can recognize different shapes and letters, learning to read becomes easier and self-concept is enhanced.

Specific Objectives:

1. To share with parents some ideas for teaching children about different shapes and how to identify them.
2. To discuss how shapes help in letter and numeral recognition.
3. To help parent to teach children shape recognition, for safety's sake, of road signs.
4. To increase parent awareness of the importance of shapes to reading readiness.

Activities:

1. Discussion.
    A. Importance for school and reading readiness.
    B. Knowledge of shapes enhances a child's self-concept at school.
    C. Recognition of road signs by their shapes.
    D. Provide handout "Shapes".
2. Shape stories.
    A. Shape houses. (*p. 147)
    B. Jo's story. (*p. 147)
    C. Fun with shapes. (by Joanne Wylie, illustrated by Ruth Ruhman, Golden Press, Western Pub. Co. Inc., Racine Wisconsin)
3. Shape games (matching, lotto). (*p. 123) (More Recipes for Fun p. 4, 5)
4. Shape printing with vegetables or fruits. (Childcraft Vol. 11 "Make and Do" p. 64-65)
5. Look for shapes in home or outside.
6. Make cookies or biscuits in different shapes; Gingerbread Men recipe (*p. 133), Quick Mix (*p. 134).
7. Make shape collage.
8. Make a train using different shapes.

FEBRUARY - 1ST WEEK (Continued)

9. Snack--shape crackers (Sociables) and cheese.
10. Shadows and outlines or silouettes to show general shapes of objects. (Workjobs p. 51)
11. Clown target and bean bags--use different shapes for clowns' mouths and beanbags. (Childcraft Vol. 11, "Make and Do" p. 127)
12. Show how things change shape especially when cooking, getting wet, etc.
13. Use containers and water to show how liquid takes the shape of its container.
14. "In and Out the Shapes" game. (*p. 121, 153)
15. Puzzles (*p. 124).
16. Name recognition--names have a shape.
17. Do shadow profile of child's face or body--body shapes. (Childcraft Vol. 11 "Make and Do" p. 58)
18. Provide handout "Letters and Correct Way To Write"(from local schools).
19. Drawing or tracing shapes.

Follow-up Activities for Positive Reinforcement:

1. What activities did you choose to do?
2. Check last week's activities on shapes.

PARENT GUIDE

FEBRUARY - 1ST WEEK

It enhances a child's self-concept when he can recognize the difference in shapes. Shapes are important because everything has a shape. Knowing shapes help in recognizing road signs and differences in letters and numerals.

1. Take a shape walk around the house (inside and out).
2. Look for shapes in plates, pictures, tables, rugs, books, etc.
3. Match shapes when sorting and folding clothes.
4. Make shape cookies or sandwiches.

POEM OR SONG:

Shapes (Sing it to any tune you know)

A circle looks like a ball,
A circle looks like a ball,
If I throw it to you
don't let it fall.
A circle looks like a ball.

A rectangle looks like a door,
A rectangle looks like a door,
If you come in for a snack
you'll ask for more.
A rectangle looks like a door.

A triangle looks like a tent,
A triangle looks like a tent,
You can't put it up
if the poles are bent.
A triangle looks like a tent.

A square looks like a box,
A square looks like a box,
Open it up
'cause it's filled with blocks,
A square looks like a box.

FEBRUARY - 2ND WEEK

Unit Title: Post Office and Valentines Day

Justification: Parents need to teach children about their community and community helpers. Awareness of where the mail comes from and how to send letters is part of this. Valentine's Day is an especially good time to teach about mail and written communication. Each child should know his own address for both safety and identity. Recognition of letters and numerals can be learned while learning address.

Specific Objectives:

1. To help parents teach children about written communication and community helpers.
2. To help parents teach children their addresses.
3. To teach parents ways to use Valentine traditions to teach.

Activities:

1. Discussion.
   A. Why mail is important.
      1. Communication.
      2. Letters from loved ones.
      3. Awareness of world events.
      4. Shopping through the mail.

   B. History of Valentines Day. (Childcraft Vol. 9 "Holidays Customs" p. 340)

   C. How the mail works.
      1. Envelope: address, return address, stamp.
      2. Mail: mailbox, post office, mail delivery.

2. Make valentine. Use this activity for incidental learning of shapes, color, size, and cutting, pasting skills.

3. Prepare envelope and discuss address, return address, stamp, zip.

4. Trip to Post Office--mail valentine. Look for sorting, stamping, mail bags, boxes, mail slot.

5. Take valentine to a friend.

6. Make valentine cookies emphasizing measuring, shapes, colors, textures, cutting and rolling, and nutrition value of foods. (*p. 136)

7. Sing "I have Made a Valentine"(My Picture Book of Songs p.41).

8. Post Office Story, "Mailing a Letter". (What do People Do All Day by Richard Scarry, Random House, N.Y., N.Y. p. 17).

FEBRUARY - 2ND WEEK (Continued)

9. Play post office.
10. Make and decorate mail boxes or valentine boxes.
11. Share old fashioned valentines.
12. Make bread and cheese heart shaped sandwiches.
13. Name identification by child choosing valentines with his own name on them.
14. Mail a letter or valentine to the child.
15. Make heart-shaped cookie cutter out of a can. (*p. 129)
16. Teach child his address.
17. Provide handout "Postal Unit/Parent Guide".

Follow-up Activities for Positive Reinforcement:

1. Ask if they took a trip to post office.
2. Reinforce concepts learned to clear up misconceptions.
3. Show letter and talk about the address and stamps, return address, and numerals.
4. Ask if they followed through with the valentine tradition.
5. Have them show you a letter or valentine they received through the mail.
6. Ask children to show you any other valentines they may have received.

PARENT GUIDE

FEBRUARY - 2ND WEEK

Parents need to teach children about their community and community helpers. Awareness of where the mail comes from and how to send letters is part of this. Concepts to teach are: mailman, mail truck, envelope, stamps, mailbox, return address, traditions and history of Valentines Day. This is a good time for reinforcement of numerals using address, zip code, etc. Each child should know his own address for both safety and identity.

1. Make a valentine for your child and mail it to your home.
2. Take a trip to Post Office.
3. Teach your child his/her address.
4. Assist older children with valentine addressing.
5. Assist children in making valentines.
6. Read or tell stories about mail or letters; share old letters or cards you have saved.

NURSERY RHYMES:

Roses are red
Violets are blue
Honey is sweet
And so are you!

A tisket a tasket
In my yellow basket,
I wrote a letter to my love,
And on the way I lost it.
I lost it, I lost it,
And on the way I lost it.

FEBRUARY - 3RD WEEK

Unit Title: Hearing and Sounds

Justification: It is essential to teach an awareness of the sounds around us, so that we can be prewarned of danger and can appreciate sounds in our every day living. This awareness of sounds is an important tool in learning, reading, speaking and language skills.

Specific Objectives:

1. To discuss the importance of being able to hear well.
2. To teach parents that listening skills are learned.
3. To emphasize the importance of exposing children to a variety of sounds and music.
4. To discuss ways to increase listening skills for school readiness.

Activities:

1. Discussion.
    - A. Without the sense of hearing it may be difficult to protect ourselves.
    - B. Sounds used for teaching language development.
    - C. Development of discrimination of rhythm, tone and pitch for music.
    - D. Development of listening skills.
    - E. Ear safety.
2. Tape recorder/sounds.
    - A. Common household sounds.
    - B. Children playing.
    - C. As a means of teaching a song.
    - D. Plays, songs, poems.
    - E. Music for movement.
    - F. Animals.
3. Take a listening walk (both indoors and outdoors).
4. Band instruments (both homemade and commercial). Homemade could be comb, tube hummer, bottle caps, bottles of water, shakers, pipes, rubber bands. (Childcraft Vol. 11 "Make and Do" p. 20-23, Recipes For Fun p. 16, 17).
5. Field trip to library activities, such as story hour.
6. Field trip to train station and/or airport to hear jets.
7. Take advantage of musical activities in community.
8. Songs.
    - A. "Old Mac Donald Had a Farm".(See Parent Guide)
    - B. "Animal Fair".(*p. 158)
    - C. Action songs.

9. Games.

10. Stories.

11. Telephones (play, tin cans or real). (Childcraft Vol. 11 "Make and Do" p. 310)

12. Records. (*p. 121) Expands listening skills and attention span.

    A. "Rusty in Orchestra Land".
    B. "My Playful Scarf".
    C. Activity Records.
    D. Sesame Street records.

13. Provide handout "Senses".

14. Tearing paper - use for collage.

15. Put something that makes a noise under cloth and guess what it is.

16. Have a crunchy snack and record eating sounds.

17. Sound boxes for matching. (Workjobs p. 111)

Follow-up for Positive Reinforcement:

1. Listen for sounds. Are they any better at identifying sounds?

2. Make a telephone call to child.

3. Ask about sounds heard on walk.

4. Ask to see any activities completed during the week.

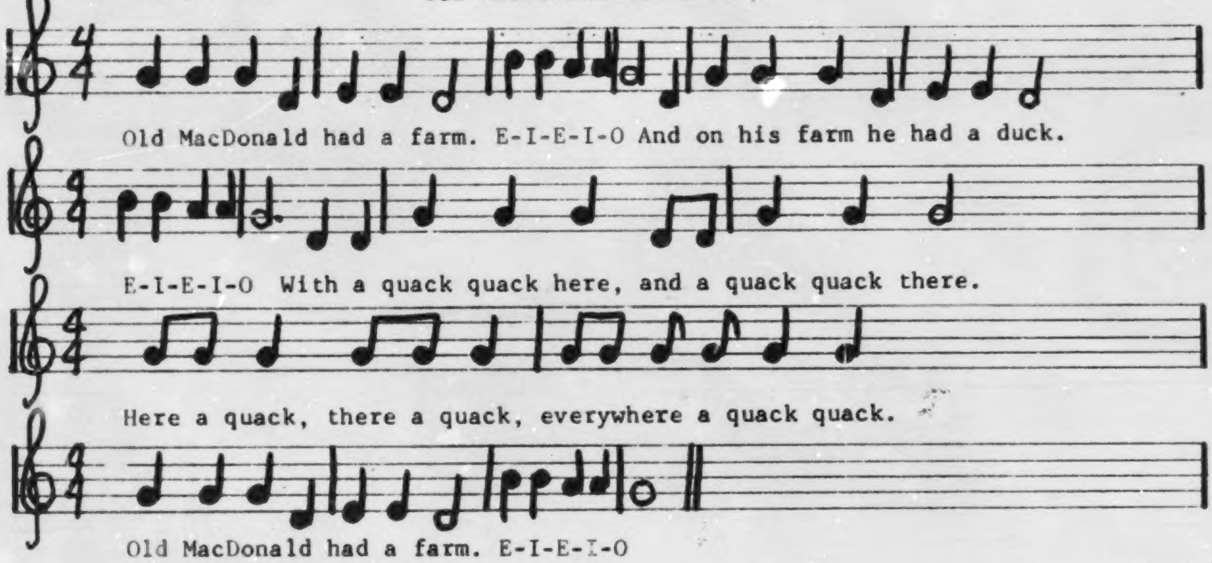
PARENT GUIDE

FEBRUARY - 3RD WEEK

Hearing and sound activities teach an awareness of the sounds around us, so that we can be prewarned of danger and can appreciate sounds in our everyday living. This awareness of sounds is an important tool in learning reading, speaking and language skills.

1. Write down as many sounds as you can hear on a walk with your child.
2. Teach your child how to use telephone.
3. Help your child to be aware of different sounds and absence of sounds.

SONG: Old MacDonald Had a Farm


Old MacDonald had a farm. E-I-E-I-O And on his farm he had a duck.
E-I-E-I-O With a quack quack here, and a quack quack there.
Here a quack, there a quack, everywhere a quack quack.
Old MacDonald had a farm. E-I-E-I-O

THEN: Cows-- moo, moo
Pigs-- oink, oink
Chickens-- cluck, cluck
and any other animals you can think of.

FEBRUARY - 4TH WEEK

Unit Title: **Creative Movement and Rhythm/Music**

Justification: Creative movement helps development in many ways. It teaches rhythm, grace, and coordination; is a fun way to develop large muscles, and teaches language through songs. It is an easy indoor activity to utilize all that excess energy in mid-winter, and it enhances self concept.

Specific Objectives:

1. The importance of creative movement to self concept.
2. To teach the parent the importance of movement to large motor development.
3. To involve the family in some creative movement activities that are fun.

Activities:

1. Discussion.
    - A. Importance of large motor development even though difficult indoors in winter.
    - B. Better resistance for winter is built up through large muscle activities.
    - C. Important to get outdoors, too, with proper clothing.
    - D. A way to develop motor skills, language and creativity in your children.
    - E. Moving to music develops grace, rhythm, coordination, balance, strength, poise and is also theraputic.
    - F. Enhances self-concept.
    - G. Provide handout "Expandable Songs".
    - H. Provide handout "Movement for Physical Fitness".
2. Have children express feelings by moving to music.
    - A. Marching.
    - B. Running.
    - C. Skipping.
    - D. Tap toe, etc.
    - E. Dancing.
    - F. Jumping
    - G. Imitate animals; example, move like a bear, hop like a bunny, creep like a cat--worm--snake--turtle--frog--duck--dog--measuring worm--seal--elephant, etc.
    - H. Move like a seed-growing plant.
    - I. Imitate weather.
3. Sources of music.
    - A. Record player.
    - B. Radio.
    - C. Tape recorder.
    - D. T.V.

FEBRUARY - 4TH WEEK (Continued)

E. Piano and other musical instruments.
F. Rhythm instruments.
G. Music box.

4. Homemade musical instruments.
   A. Shakers (paper plates with bottle caps attached for tamborines, cans containing beans, stones, rice, etc.).
   B. Drums (oatmeal boxes, pans, spoons).
   C. Sand blocks - blocks of wood covered with sand paper for rubbing together.
   D. Bottles with different levels of water to hit.
   E. Hummers -- toilet tissue rolls or combs with tissue paper over them. (*p. 129)

5. Songs and activities.
   A. "Hokey Pokey". (*p. 153)
   B. "Looby-Loo". (*p. 154)
   C. "Here We Go Round the Mulberry Bush". (*p. 120 and 81)
   D. "Head, Shoulders, Knees, Toes". (See Parent Guide October 3rd week)
   E. "If You're Happy and You Know It" (*p. 152).
   F. "Jumbo Elephant". (*My Picture Book of Songs* p. 15)

6. Attend musical event in communities.

7. Pick a card--have cards with stick figures doing activities; have child describe the movement and then do it.

8. Play music and discuss how it makes you feel, how it makes you want to move.

9. Use streamers or scarfs for moving to music.

10. Pop popcorn and then move like popcorn popping.

11. Rhythm activities--moving large muscles, hands, making rhythmic sounds.

Follow-up for Positive Reinforcement:

1. Do the "Hokey Pokey".

2. Ask if they've used TV, radio, etc., for creative movement.

3. Ask to see song or dance they learned during week.

4. Ask children to interpret weather through dancing.

PARENT GUIDE

FEBRUARY - 4TH WEEK

Moving to music helps your child develop coordination, grace, poise, balance, rhythm and strength. Activity songs develop both muscles and language. Moving to music also just plain feels good and is fun. Moving to music is one of life's pleasures that is easily shared with children.

1. Use whatever source of music you have: record player, radio, television, piano or other instruments, home made instruments, and best of all your own voices.
2. Use yarn, crepe paper, dish towels or scarves for streamers, held by child, to move to music.
3. Have your child dance like the weather. (Snowflakes, raindrops, wind, etc.)
4. Teach your child a song or dance to show your family educator next week.
5. Don't forget to do large muscle activities outdoors.

Action Poem

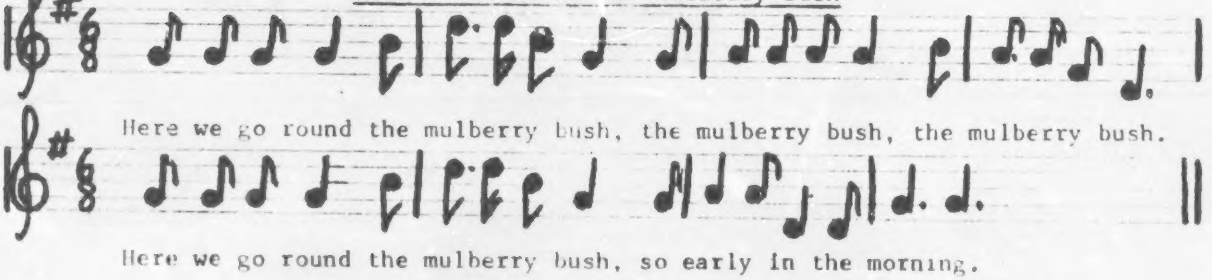
Here is a giant that is tall, tall, tall.

Here is an elf that is small, small, small.

The elf who is small will try, try, try

To reach the giant that is high, high, high.

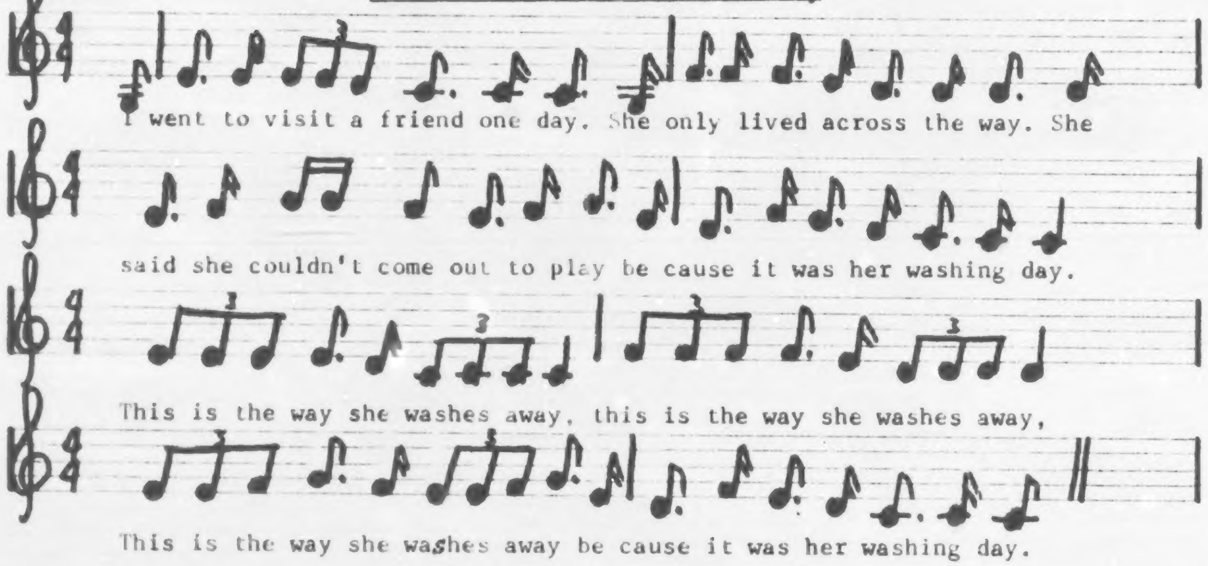
Here We Go Round the Mulberry Bush


Here we go round the mulberry bush, the mulberry bush, the mulberry bush.
Here we go round the mulberry bush, so early in the morning.

Verse 2: This is the way we wash our clothes.

Other verses can be sung using any activity. Do the motion of the specified activity as you sing about it.

I Went to Visit a Friend One Day


I went to visit a friend one day. She only lived across the way. She
said she couldn't come out to play be cause it was her washing day.
This is the way she washes away, this is the way she washes away,
This is the way she washes away be cause it was her washing day.

Do appropriate actions to "This is the way she ________away".

Other verses: Irons, sweeps, gardens, drives, anything. (Children think of the best ones!)

MARCH GOALS

HEALTH

Physical Health: (1) Fire safety--home and community; (2) Development of senses; (3) Grooming; (4) First aid for burns.

Dental Health: (1) Dental safety--using teeth only for eating; (2) Dental accident prevention; (3) Prompt care of dental injury.

Nutrition: (1) Cereals and grains--foods in the group, nutritive values, what they do for body; (2) Texture of food; (3) Taste and smell; (4) Fruits (vegetables)--foods in the group, nutritive values, what they do for body; (5) Protein sources--foods in the group, nutritive values, what they do for the body.

Self Concept: (1) Use of senses--touch, taste, smell.

Safety: (1) Fire prevention; (2) Fire drills in homes and at school; (3) Poison prevention--tasting and smelling.

EDUCATION

General Teaching: (1) Using senses to teach--touch, taste and smell; (2) Importance of play as child's work; (3) Use of Easter activities to teach concepts.

Language Development: (1) Using language to pick up and correct misconcepts especially after field trips; (2) Using telephone; (3) Descriptive words for textures (smooth/rough, soft/hard), tastes (salty/sweet/sour/bitter) and smells (sweet/sour/pungent).

Large Motor Development: (1) Outdoor large motor activities to take advantage of weather; (2) Using recycled materials (tires, barrels, etc.) for home playground; (3) Large motor is developmental--head to toe, trunk to limbs.

Small Motor Development: (1) Importance of small motor skills for sensory (especially touch) awareness and appreciation.

Cognitive Development: (1) Using five senses to teach concepts; (2) Community concepts; (3) Time of day (morning, afternoon, evening); (4) Importance of imaginative play to cognitive development; (5) Fire concepts.

Field Trips: (1) Bakery; (2) Grain mill; (3) Fire station.

PARENT INVOLVEMENT

Meetings and Classes: (1) Home health emergencies; (2) Fund raising.

Seminars and Workshops: (1) Fire safety; (2) Political involvement; (3) Use of grains; (4) Crafts.

STAFF TRAINING

Seminars: (1) Outdoor safety; (2) Gardening; (3) Fruits and vegetables.

Workshops: (1) Food experiences; (2) Large muscle development--outdoor activities; (3) Homemade perception games.

MARCH - 1ST WEEK

Unit Title: Fire Safety

Justification: Fire safety in the home is a family affair. Many lives are lost each year because families do not know how to prevent fires or what to do in case of fire.

Specific Objectives:

1. To discuss the importance of teaching children about fire safety in the home.
2. To help families realize that fires can happen to them.
3. To practice a home fire drill.
4. To help parents establish a trusting relationship with children in regard to playing with matches and accidents that result.
5. To point out that fire is also a friend but must be respected.

Activities:

1. Discussion.
   - A. Fire drill is important in home as well as in school.
   - B. Your child needs to know what to do in case of fire.
   - C. Importance of breaking windows for emergency exit.
   - D. Fire drills need to take place periodically.
   - E. Danger of matches, gasoline, etc.
   - F. What to do in case of kitchen fire.
   - G. Flammable materials, clothing, wigs.
2. Provide handout "Hints on Home Fire Drills".
3. Teach children one familiar exit and one emergency exit.
4. Have a fire drill.
   - A. Stay close to floor.
   - B. Feel door before opening.
   - C. Find quickest way out.
   - D. Have a planned meeting place. (Do not go back into the house.)
   - E. Have a "signal" which means fire.
5. Make a check of house.
   - A. Trash/newspaper.
   - B. Frayed wire.
   - C. Flammable materials.
6. Make list of fire hazards and correct them--fire safety check list. (Check with local fire department about obtaining checklists and other information.)
7. Take trip to fire house.

MARCH - 1ST WEEK (Continued)

8. Ask if they have ever had a fire and what they did.

9. Tell story of incident of fire in a home.

10. Provide handout "Home Emergencies--Burns".

11. Story of Smokey Bear. ("The True Story of Smokey the Bear" U.S. Department of Agriculture Forest Service, State Forestry Department, Western Publishing Company Inc., Racine, Wisconsin.)

12. Stories.
    A. "Firemen to the Rescue" (What do People Do All Day by Richard Scarry, Random House, N.Y., N.Y. p. 37)
    B. Flannel board stories.

13. Do a collage of materials in home that will burn (clothing, drapery, upholstery, carpet, vinyl, tile).

14. Good uses for fire.
    A. Cook something.
    B. Feel the heat from fire.
    C. See the light.

15. Teach children how to roll or wrap up in blanket if they are on fire. Emphasize not running.

16. Light a candle. Discuss safety, uses for fire. Put out by covering with a jar. Discuss how fire needs air, how to extinguish.

17. Role play what to do if your clothing is on fire.

Follow-up Activities for Positive Reinforcement:

1. How did the fire drill go? Did you teach children the best escape routes from home? Do a fire drill.

2. Did you find fire hazards? Were they removed?

3. Were the children taught a planned meeting place?

4. Remind parents to have a fire drill often.

PARENT GUIDE

MARCH - 1ST WEEK

Fire safety in the home is something the whole family needs to work on since most families do not know what to do in case of fire. Few people die of being burned. They usually die of smoke inhalation first, which is the reason for quick action. People always think fire is something that happens to someone else.

1. Have a fire drill with your family.
2. Make sure children know the quickest way out of the house.
3. Make floor plan of home.
4. Check fire hazards in the home and let children help you rid your home of them.
5. Make first-aid kit.

REMEMBER: A FIRE DRILL SHOULD NOT BE A ONCE IN A LIFETIME THING,
IT SHOULD BE PRACTICED OFTEN!

MARCH - 2ND WEEK

Unit Title: Textures and Grains

Justification: It is important to give children sensory experiences. The sense of touch is one of the five senses. Awareness of different textures is enjoyable and teaches concepts and skills important to school readiness. Grains are one of the food groups in the Basic 4. We need four servings of whole grain products each day.

Specific Objectives:

1. To discuss ways to increase children's awareness of the differences in how things feel.

2. To teach that grain is very economical and nutritional.

3. To reinforce Basic 4.

Activities:

1. Discussion.
   - A. Grains.
     1. Importance of grains for nutrition. (Rich in Vitamin E, B vitamins)
     2. Provide handout "Grains".
     3. Grains are a low cost food.
        - a. Cereals and breads.
        - b. Popcorn.
        - c. Corn and rice.
   - B. Texture.
     1. Importance of texture.
     2. Ways of teaching texture in the home.

2. Provide handout "Recipes Using Grains".

3. Texture box or sack--include texture matching and object identification and description by touching without looking (Workjobs p.43).

4. Concepts to talk about:
   - A. Hard - soft.
   - B. Rough - smooth.
   - C. Thick - thin.
   - D. Mushy - crunchy.

5. Compare texture in clothing.
   - A. Discuss texture of clothing worn in the family.
   - B. Different textures are worn at certain times of year.

MARCH - 2ND WEEK (Continued)

6. Compare texture of carpets, furniture, walls, floor, windows, etc.
7. Feel with different parts of body such as tongue, fingers, toes or chin.
8. Bean bags filled with different kinds of grains and made with different textures of materials.
9. Mix and match fabrics.
10. Containers with various grains for children to feel. (Wheat, flour, oats, corn, cornmeal, rice, macaroni, rye, barley, millet, popcorn.)
11. Field trip to seed and feed store.
12. Paper dolls with clothes of various textures.
13. A lotto board with textures. Match by sight then by touch alone. (Workjobs p. 97)
14. String fruit loops or cheerios on string.
15. Collage of grains.
16. Make and cut bisquits using "Quick Mix". (*p. 134)
17. Make gingerbread man. (*p. 133)
18. Stories:
    - A. The Gingerbread Man (illustrated by Bonnie and Bill Rutherford, Whitman Publishing Company, Racine, Wisconsin)
    - B. "Little Red Hen" (Childcraft Vol. 2 "Stories and Fables" p. 34)
    - C. "Where Bread Comes From" (What Do People Do All Day, by Richard Scarry, Random House, N.Y., N.Y. p. 86)
19. Play dough. (*p. 130)
20. Grind wheat and make something with the flour.
21. Sprout wheat on a sponge--wheat grass will grow.
22. Parent and child make a texture matching game.
23. Compare textures of different snack foods (bananas, popcorn)
24. Make granola (*p. 134) and provide handout "Granola".
25. Pop popcorn.
26. Provide handout "Quick Mix".

MARCH - 2ND WEEK (Continued)

Follow-up Activities for Positive Reinforcement:

1. Look at sprouts that were started.
2. Ask what they did with textures.
3. Discuss textures of clothing that you're all wearing.
4. Ask what new recipes they tried.
5. Use texture lotto for flannel board.

PARENT GUIDE

MARCH - 2ND WEEK

It is important to give your child sensory experiences. The sense of touch is one of the five senses. Awareness of different textures is enjoyable and teaches concepts and skills important to school readiness. Grains are one of the food groups in the Basic 4. We need four servings of whole grain products each day.

1. Bake bread or something else with your child.
2. Add variety to morning cooked cereal by adding fruit, nuts or seeds. Give child a choice and let them do it themselves.
3. Sprout wheat on wet paper towel or sponge so children can see that grains are seeds. Then eat the wheat sprouts; tastes good and good for you.
4. Discuss textures and temperatures during meal time.
5. Take a texture walk through house or neighborhood.
6. Gather and save scraps of texture materials for comparison.
7. Try a new recipe using whole grains.
8. Tell story of "Little Red Hen".

NURSERY RHYMES:

Baker's Man

Patacake, patacake, baker's man,
Bake a cake as fast as you can.
Roll it and pat it,
And mark it with "B",
And put it in the oven
For my buddy and me.

The Muffin Man (To tune "Here we go Round the Mulberry Bush")

Oh, have you seen the muffin man,
  the muffin man, the muffin man?
Oh, have you seen the muffin man
  that lives in Drury Lane, O!

Oh, yes I've seen the muffin man,
  the muffin man, the muffin man.
Oh, yes I've seen the muffin man,
  that lives in Drury Lane, O!

MARCH - 3RD WEEK

Unit Title: Taste/Smell and Fruits

Justification: The ability to distinguish differences in tastes and smells enhances the enjoyment of eating. It also helps warn us of danger. (Such as spoiled foods, poisons, smelling fire.) Also being able to distinguish different smells helps us to learn about our environment. Fruits are essential for adequate nutrition. Families need information on how to prepare, store and preserve fruits.

Specific Objectives:

1. To teach parent to help their children to be aware of the differences in taste/smell.
2. To help parents teach their children about the sense of danger in regard to smell.
3. To stress the importance of eating fruit for good nutrition/ Basic 4.

Activities:

1. Discussion.
   - A. Importance of smell to taste (enhances the taste).
   - B. Stress cleanliness in food handling.
     - 1. Wash foods.
     - 2. Wash hands.
   - C. Not everything that looks good, tastes or smells good, or is good for you and visa versa.
   - D. Importance of eye appeal to meals.
2. Taste foods that look alike.
   - A. Salt.
   - B. Baking powder.
   - C. Sugar.
   - D. Powdered milk.
   - E. Flour
3. Take bottles containing various smells - match smells.
   - A. Vanilla.
   - B. Lemon.
   - C. Vinegar.
   - D. After shave.
   - E. Spices.
   - F. Rubbing alcohol.
4. Pop popcorn.
5. Make applesauce (*p. 134)
6. Fry bacon.

MARCH - 3RD WEEK (Continued)

7. Field trip to bakery.
8. Field trip to greenhouse.
9. Compare real flowers to artificial flowers/smell.
10. Take snack. Reinforce nutrition, cleanliness in food handling, dental health.
11. Have child identify food tastes while blindfolded.
12. Provide handout "Fruit Recipes".
13. Find pictures in magazines of things that smell good or taste good.
14. Look at taste buds with a magnifying glass and mirror.
15. Make a fruit salad. Discuss color, shapes, textures, whole, half, inside, outside, peeling, etc.
16. Taste fruit samples--compare tastes, smells.
17. Taste salty and sweet crackers--compare tastes, smells.
18. Compare clean and dirty smells (laundry, grooming products, ammonia).
19. Smell spring smells - earth, young plant growth, rain etc.
20. Provide handout "Fruits".

Follow-up Activities for Positive Reinforcement:

1. What did you cook that was new to your family?
2. Did you fix a familiar food in a different way? What happened?
3. Ask the child what he smelled and tasted during the week.

PARENT GUIDE

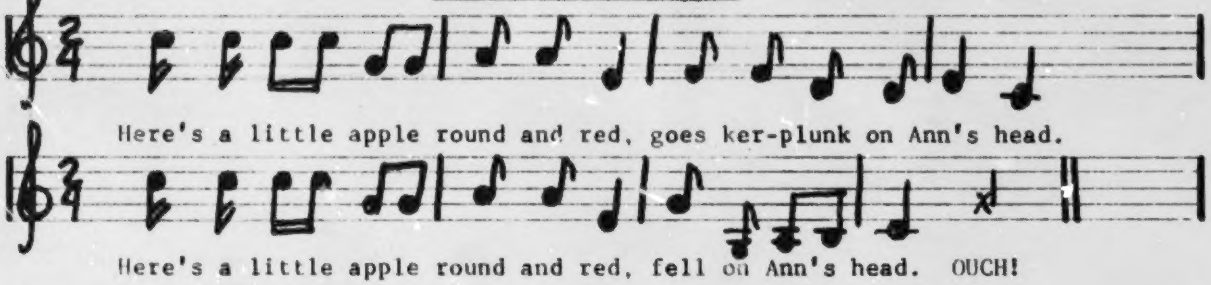
MARCH - 3RD WEEK

Taste and smell are two of the senses. It is important that children develop these early in life. One reason we are stressing them is that the ability to distinguish differences in taste and smell enhances the enjoyment of eating.

1. Discuss the smell and taste of foods before, during and after cooking with your child.
2. Discuss the changes that take place in foods while cooking.
3. Introduce a new food this week.
4. Prepare a familiar food a new way.
5. Smell clothing before and after washing.

SONG:

Here's a Little Apple


Here's a little apple round and red, goes ker-plunk on Ann's head.
Here's a little apple round and red, fell on Ann's head. OUCH!

On "OUCH" the person whose name was in the song stands up. Then sing it using another person's name.

MARCH - 4TH WEEK

Unit Title: Protein and Easter

Justification: It is fun and educational for children to celebrate special holidays. Since Easter is associated with Easter eggs, which are a good source of protein, we have combined these concepts into one unit. The body needs protein all through life for the maintenance and repair of body tissues. Children urgently need protein for normal growth.

Specific Objectives:

1. To reinforce the importance of establishing family traditions.
2. To reinforce the importance of incidental learning.
3. To teach parents the importance of protein to good nutrition/ Basic 4.

Activities:

1. Discussion.
   - A. Which foods are high in protein.
   - B. Give some examples of foods other than meat that are high in protein. (Examples: soybeans, chickpeas, peanuts.)
   - C. Stress importance of milk and eggs as sources of protein.
   - D. Stress traditions and incidental learning.
   - E. Combinations that make a complete protein. (Corn and beans, etc.)
2. Blow out eggs. (Make small hole in each end of egg and blow egg out through bottom.)
   - A. To color.
   - B. To make a decoration.
   - C. Scientific experiments.
3. Color boiled eggs.
4. Boil eggs as a science activity.
5. Field trip to hatchery.
6. Make Easter baskets. (Childcraft Vol. 11 "Make and Do" p. 138-139)
7. Stories about Easter, ducks, chickens, etc.
8. Sing "Little Peter Rabbit" (*p.154).
9. Hunt Easter eggs.
10. Crush and color egg shells for collages.

MARCH - 4TH WEEK (Continued)

11. Make Easter bunnies from little bottles (glue cotton on baby food jars, glue on paper eyes and ears).

12. Egg rolling.

13. Table decorations out of egg shells. (*p. 129)

14. Make penguins from eggs, carrots, olives, toothpicks (*p. 134)

15. Provide handout on "Soybeans".

16. Provide handout on "Protein".

17. Provide handout on "Egg Recipes".

18. Provide handout on "Meat--Storage and Preparation."

19. Take advantage of community egg hunts.

20. Cut out and decorate colored paper in egg shape. Hang on branch for "Easter tree".

21. Eggs--how they look inside/outside, what they are, other birds' eggs, other animals' eggs.

22. Make an egg dish--eggnog (*p. 135), boiled eggs, omelet.

23. Plant seeds in egg shell.

24. Make an Easter egg lotto/matching game.

25. Story, How Chicks Are Born (by Bruce Grant, illustrated by Mary Whilldin, Rand McNalley and Company, Chicago, Ill.)

26. Large motor activities: hop like a bunny, roll like an egg, walk like a chicken or duck.

27. Make flowers from egg carton and pipe cleaners.

Follow-up Activities for Positive Reinforcement:

1. Ask if family tried any new egg recipe.
2. Ask about any special activities the family did for Easter.

PARENT GUIDE

MARCH - 4TH WEEK

It is fun for children to celebrate special holidays. Since Easter is associated with Easter eggs, which are a good source of protein, we have combined these concepts into one unit. The body needs protein all through life for the maintenance and repair of body tissues. Children urgently need protein for normal growth.

1. Color eggs.
2. Talk about your own family's meaning of Easter.
3. Try a new recipe for eggs.
4. Take advantage of community egg hunts or have your own.

NURSERY RHYME:

Hickety Pickety

Hickety Pickety my black hen

She lays eggs for gentlemen.

Gentlemen come every day,

To see what my black hen did lay

APRIL GOALS

HEALTH

Physical Health: (1) Review community health facilities and services; (3) Growth and development.

Dental Health: (1) Ask if family has made appointments for six month dental examinations.

Nutrition: (1) Vegetables (fruits)--foods in the group, nutritive values; (2) Seeds we eat; (3) Eye appeal--garnishes; (4) Preparation and storage of fresh vegetables and fruits.

Self Concept: (1) Growth and change; (2) Responsibility for plants and gardens, pets; (3) Senses - use of sight; (4) How we are like animals.

Safety: (1) Outdoor and traffic safety; (2) Kite safety; (3) Eye safety; (4) Safety around animals.

EDUCATION

General Teaching: (1) Using sense of sight to teach; (2) Realistic expectations--don't ask child to do things that are too difficult, encourage child to do all he can for himself; (3) Teaching responsibility through care of plants, animals.

Language Development: (1) Using descriptive words--especially to describe sensory experiences; (2) Importance of encouraging imaginative storytelling and language--be accepting--write down special stories.

Large Motor Development: (1) Using community resources (parks); (2) Safety in large motor activities; (3) Eye-hand coordination (throwing/catching); (4) Outdoor large motor activities to experience weather, seasons.

Small Motor Development : (1) Importance of small motor development for visual perception; (2) Making homemade visual perception games.

Cognitive Development: (1) Visual discrimination; (2) Spring concepts; (3) Science concepts (air, wind, seeds, gardens); (4) Problem solving as a cognitive skill; (5) Concept of where our food comes from.

Field Trips: (1) Seed and Feed store; (2) Bird refuge; (3) Chicken hatchery; (4) Butcher; (5) Optometrist.

PARENT INVOLVEMENT

Meetings and Classes: (1) Plan and prepare for state convention; graduation.

Workshops and Seminars: (1) Protein--meat and non-meat sources; (2) Gardening; (3) Garnishes; (4) Sewing with knits.

STAFF TRAINING

Seminars: (1) Water safety; (2) Dairy foods.

Workshops: (1) Post testing; (2) Water play and concepts.

APRIL - 1ST WEEK

Unit Title: Gardens and Vegetables

Justification: With the high cost of living, its important to grow your own fresh vegetables that are so needed in our daily diets. Home grown vegetables are also less expensive, fresher and more nutritious. Families need information on how to store, preserve and prepare fresh vegetables. Gardening is an excellent learning and sharing experience for families.

Specific Objectives:

1. To help parents realize the economical benefits gained through home gardening.
2. To provide information on methods of food preparation and preservation.
3. To stress importance of vegetables to good nutrition.
4. To reinforce Basic 4.

Activities:

1. Discussion on growing a garden.
    - A. Why grow a garden.
    - B. How to grow a garden.
    - C. How to store and preserve food from the garden.
    - D. Provide handout "Food Preservation".
    - E. How to involve children in gardening.
    - F. Children will often eat more when they grow it themselves.
    - G. Gardening is good exercise and teaches responsibility.
    - H. Provide handout "Growing Vegetables" (Recommend Varieties for Utah, by A. R. Hamson, L. H. Pollard, M. S. Burningham, U.S.U., Logan, Utah EC313 15¢.)
2. Choose a garden site.
3. Plan a garden.
    - A. What do you want to grow? What do you like to eat?
    - B. How much space, water and time do you have?
    - C. What will grow in your area?
    - D. Is this to be a permanent site?
4. If no garden space, use boxes, crates and flower beds.
5. Take fruits and vegetables into home for snack. Look at, feel and taste. Discuss cleanliness in handling food.

6. Look at seeds and compare or match with vegetable.

7. Snack tray of raw vegetables--cottage cheese dip. (*p. 136)

8. Sprout seeds. (*p. 135)

9. Plant seed in plastic bag with wet paper towel and watch it sprout.

10. Plant seeds in soil in egg carton.

11. Grow plants from sweet potato or an avacado seed in water. (*p. 121)

12. Seed collage.

13. Start your own tomato plants, green pepper, and cantaloupe plants indoors in cardboard cartons.

14. Count seeds.

15. Pop popcorn.

16. Classify vegetables and fruits--cut pictures from magazines.

17. Stories and books.
    - A. Carrot Seed (by Ruth Kraus, illustrated by Crockett Johnson, Harper & Row, N.Y.)
    - B. The Turnip (by Janina Domanska, Collier Books, N.Y., N.Y.)
    - C. Peter Rabbit--Mr. McGregor's Garden (by Wallace C. Wadsworth, illustrated by Anne Sellers Leaf, Rand McNalley and Co., Chicago, Illinois.)
    - D. Let's Grow Things (by Iris Tracy Comfort, Rand McNalley and Co., Chicago, Illinois.)

18. Creative movement--germination and growth of seed.

19. Tell parents where to get information and handouts.
    - A. County Extension Office.
    - B. Seed and garden stores.

20. Sprinkle grass seed on wet sponge.

21. Print with vegetable or weed leaves.

22. Talk about seeds you can eat and eat some for a snack. (Pumpkin, sunflower, corn, etc.)

23. Talk about food that people and animals eat.

24. Make a vegetable salad.

25. Provide handouts "Vegetables" and "Vegetables and Fruits".

APRIL - 1ST WEEK (Continued)

26. Provide handout "Vegetable Recipes".

27. Try some unusual vegetables for a snack.

Follow-up Activities for Positive Reinforcement:

1. Show seeds--sprouted in bag or planted.
2. Vegetable lotto game for visual discrimination.
3. What did you decide about your garden?

PARENT GUIDE

APRIL - 1ST WEEK

With the high cost of living it is important to grow your fresh vegetables because they are so needed in our daily diets. Home grown vegetables are also healthier (less chemicals) and more nutritious. Families need information on how to store, preserve and prepare fresh vegetables.

1. Give child own garden spot--let him choose what he wants to grow:

   Pumpkins (for Halloween)
   Radishes, carrots, sunflowers (save seeds to eat)
   Squash, peas, beans
   Flowers (marigolds, zinneas)

NURSERY RHYME:

Mistress Mary

Mistress Mary

Quite contrary

How does your garden grow?

With silver bells

And cockle shells,

And pretty maids all in a row

(March winds and April showers
Soon will bring May flowers)

APRIL - 2ND WEEK

Unit Title: Sight

Justification: Sight is one of the five senses. We all need to be aware of good sight and what we can do to protect it. Accurate visual perception is essential for many learning and living skills.

Specific Objectives:

1. To discuss with parents the importance of good vision.
2. To teach parents the importance of eye safety and protection.
3. To increase parents awareness of preschool eye clinics for the early detection of eye disease and vision problems.
4. To teach parents to help children to be aware of the world around them.

Activities:

1. Discussion.
   - A. Eye safety and first aid.
     - 1. From sun.
     - 2. Sharp objects.
   - B. Importance of good nutrition to sight.
   - C. Importance of eye care, checkups.
   - D. Tell about "Lazy Eye" clinics and stress why they are needed for preschoolers.
   - E. Adult eye care.
   - F. Importance of vision for learning.
2. Paper roll binoculars. (*p. 125)
3. Blindman's Bluff. (*p. 122)
4. Trace shape blocks to make designs on paper.
5. Talk about ways to use eyes when crossing street. Practice doing.
6. Lotto Games (*p. 123)--matching objects. Help families make some perception games.
7. Field trip to optometrist.
8. Make traffic signs or semaphores.
9. Have a child describe what he sees out a window, etc., and write it down in his words.

10. Have child tell story from a picture.

11. Provide handout "First Aid and Eye Care".

12. Provide handout "Visual Discrimination".

13. Mix colored water to see change.

14. Hide an object (ball, beanbag, small toy) to find.

15. Sequence cards--pictures that can be put in order to tell a story or show a sequence.

16. Provide handout "Sight".

17. Book, What's in the Dark (by Carl Memling, illustrated by John E. Johnson, Parents Magazine Press, N.Y.)

Follow-up Activities for Positive Reinforcement:

1. Have children tell you what exciting things they saw from window, etc.

2. Play lotto game with child and parent.

3. Have children tell story from picture.

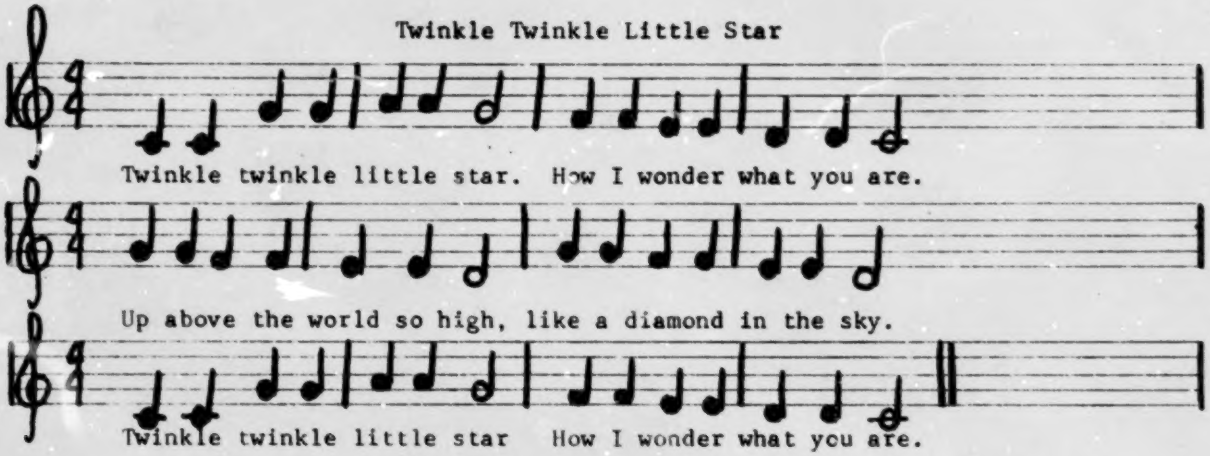
PARENT GUIDE

APRIL - 2ND WEEK

Sight is one of the five senses. We all need to be aware of the value of good sight and what we can do to protect it.

1. Play some games: Blindman's Bluff, matching games.
2. Practice identifying traffic signs.
3. Tell a story from a picture.

SONG:


Twinkle Twinkle Little Star
Twinkle twinkle little star. How I wonder what you are.
Up above the world so high, like a diamond in the sky.
Twinkle twinkle little star How I wonder what you are.

POEM: My Shadow
by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow,
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close behind me, he is a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an errant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

APRIL - 3RD WEEK

Unit Title: Wind and Air

Justification: Every living thing needs air to survive. Wind is air in motion. Children need to learn about the world around them and air is a very important part of that world. Outside play which utilizes air and wind is fun and beneficial to large muscle development, but requires some knowledge of safety rules.

Specific Objectives:

1. To help parents teach children about air.

2. To discuss proper dress for weather; safety rules for outdoor play.

3. To teach parents the value of outdoor play to large motor development.

Activities:

1. Discussion.
    A. Provide handout "Kite Safety".
    B. Need for proper clothing even if it seems warm.
    C. Small and large motor activities.
    D. Air, sounds, and music.

2. Make a kite. (*p. 129)

3. Fly a kite.

4. Bubbles: $\frac{1}{4}$ cup glycerin and 1 cup Joy--make own blower out of wire.

5. Squeeze bottle. (*p. 129)

6. Blow into drink (milk, water, juice) with straw.

7. Blow painting (tempra, food coloring--shiney paper) with straw.(*p. 132)

8. Streamers or scarves to hold while running.

9. Pop baggies. Fill with air, pop and let air out.

10. Hold breath.

11. Blow up balloon.

12. Talk about direction of wind (yarn on tree, pinwheel stuck in ground).

APRIL - 3RD WEEK (Continued)

13. Feathers; blow in air, watch wind blow them.

14. Crumpled paper and flat paper--drop; which reaches floor first?

15. Paper airplanes; paper ball. (Childcraft Vol. 11 "Make and Do" airplanes, p. 11; ball, p. 140)

16. Whip jello, egg whites, cream--using air in foods.

17. Hummers (*p. 129) horns, harmonica, blow on bottle with mouth using air to make sounds.

18. Book, The Great Big Air Book (by Richard Scarry, Random House, N.Y.)

19. Pinwheels. (Childcraft Vol. 11 "Make and Do" p. 14)

20. Provide handout "Air".

21. Weather dial (*p. 128) chart, or calendar.

22. Take a walk in the spring weather. Feel the air and the wind.

23. Lie back, watch clouds, effects of wind, etc.

24. Discuss how we can see, hear, feel, smell air and wind.

25. Discuss what air does (makes sounds, cleans, etc.).

27. Sing "My Kite" (My Picture Book of Songs p.45).

Follow-up Activities for Positive Reinforcement:

1. Find out what air activities family did.

2. If they made a kite, take time to fly it again.

PARENT GUIDE

APRIL - 3RD WEEK

Every living thing needs air to survive. Wind is air in motion. Children need to learn about the world around them, and air is a very important part of that world. Outside play which utilizes air and wind is fun and beneficial to large muscle development, but requires some knowledge of safety rules.

1. Fly a kite.
2. Make bubbles. Homemade: $\frac{1}{4}$ cup glycerin or sugar and 1 cup Joy or other dish soap.
3. Take a bubble bath with your child.
4. Help your child do the dishes.

POEM:

Air

Kites fly,

Way up high.

A bird sings,

Then spreads her wings.

Horns blow,

Cars go.

But none would dare

If not for air.

APRIL - 4TH WEEK

Unit Title: Pets/Farm Animals

Justification: There are many different kinds of animals. Each require varying amounts and types of care. All are not suitable as pets. It is important to recognize the tremendous responsibility of keeping animals. Animals are responsible for many of the products used in daily life. Children can be taught much about life, sex, death, responsibility and affection through our animal world.

Specific Objectives:

1. To emphasize to parents the necessity of considering responsibilities connected with owning pets before purchasing.
2. To help parents teach children about the benefits of animals.
3. To show parents how animals can be used to teach gentleness, concern for feelings about life and death, etc.

Activities:

1. Discussion.
    - A. Children need to know how to treat their pets.
    - B. How to care for pets.
        1. Feeding, watering.
        2. Handling.
        3. Shelter.
        4. Grooming.
        5. Care for health of pets.
        6. City ordinances.
    - C. How animals benefit us.
        1. Food.
        2. Clothes.
        3. Work.
        4. Protection.
        5. Pleasure.
        6. Learning responsibility, affection.
2. Description of animals.
    - A. Size.
    - B. Shape.
    - C. Body covering.
3. Field trip to farm.
4. Field trip to zoo.
5. Talk about foods eaten by both humans and other animals: carrots, apples, grain, bananas, milk, lettuce, bread.
6. Field trip to veterinarian.

APRIL - 4TH WEEK (Continued)

7. Cut out pictures of animals and animal products.
8. Make animal book.
9. Take an animal on home visit.
10. Story animals.
11. Move like different animals.
12. Records of animal movements and sounds.
13. Make animal sounds and identify the animals.
14. Finger plays (*p.138-140).
15. Provide handout "Songs, Fingerplays and Poems About Animals".
16. Discussion of how to handle the death of a pet.
17. Compare the growth, change, and needs of animals to people.
18. Animal lotto game.
19. Provide handout "How to Avoid Being Bitten".
20. Match animal pictures to picture of products we get from animals.
21. Show grooming tools for various animals.

Follow-up Activities for Positive Reinforcement:

1. What are some things in your house you get from animals?
2. Ask to see flannel board story.
3. Sing songs on handout.
4. Ask if parent has talked with child about the care of the pet.

PARENT GUIDE

APRIL - 4TH WEEK

There are many different kinds of animals. Each require varying amounts and types of care. All are not suitable as pets. It is important to recognize the tremendous responsibility of keeping animals. Animals are responsible for many of the products used in daily life. Children can be taught much about life, sex, death, responsibility and affection through our animal world.

1. Teach your child how to care for pets. A pet is a living, feeling thing and has feelings just as we do.
2. Talk to your children about the things around the house that animals provide.
3. Parents need to take the responsibility of helping to see that the pet is properly cared for.
4. Help child with poem and stories to tell next week. Make flannel board figures of animals.

NURSERY RHYMES ABOUT ANIMALS:

Little Pussy

I like little Pussy
Her coat is so warm
And if I don't hurt her
She'll do me no harm.

So I'll not pull her tail
Nor drive her away,
But Pussy and I
Very gently will play.

Black Sheep

Baa, baa black sheep
Have you any wool?
Yes sir, yes sir, three bags full:
One for my master, one for me dame,
And one for the little boy that lives
in the lane.

Mary Had a Little Lamb

Mary had a little lamb
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.

It followed her to school one day
Which was against the rules.
It made the children laugh and play
To see the lamb at school

And so the teacher turned him out
But still he lingered near
And waited patiently about
Til Mary did appear.

"What makes the lamb love Mary so?"
The eager children cry.
"Oh, Mary loves the lamb you know"
The teacher did reply.

MAY GOALS

HEALTH

Physical Health: (1) First aid for drowning.
Dental Health: (1) Importance of dairy products to dental health.
Nutrition: (1) Food poisoning prevention; (2) Dairy foods--foods in the group, nutritive values, what they do for the body; (3) Dry foods; (4) Canning; (5) Review Basic 4; (6) Proper food handling.
Self Concept: (1) Evaluate year's progress; (2) Graduation--recognition.
Safety: (1) Food poisoning prevention; (2) Water safety.

EDUCATION

General Teaching: (1) Review; (2) Post testing; (3) Learning occurs all year, throughout our lives.
Language Development: (1) Review; (2) Language development is essential to school success; (3) Keep working on language all through life-develop conversation/communication skills of family.
Large Motor Development: (1) Review; (2) Water play (pools); (3) Large motor development as life long process.
Small Motor Development: (1) Review; (2) Small motor development leads to more advanced skills such as writing, playing musical instruments, sewing, mechanical skills etc.
Cognitive Development: (1) Review; (2) Water concepts (sink, float, solid, etc.)
Field Trips: (1) Dairy farm; (2) Cheese plant; (3) Park; (4) Pet shop; (5) Veterinarian; (6) Swimming Pool; (7) Dam.

PARENT INVOLVEMENT

Meetings and Classes: (1) Family picnics; (2) Evaluation of program by parents; (3) Graduation; (7) Head Start State Convention.
Workshops and Seminars: (1) Food storage and preservation; (2) Crafts.

STAFF TRAINING

Seminars:
Workshops: (1) Evaluation of program year; (2) Goal setting, planning for next year.

MAY - 1ST WEEK

Unit Title: Dairy Products and Review Basic 4

Justification: Dairy products are one of the Basic 4 food groups. Families need to know that dairy foods are needed for a balanced diet. This is a good time to review the Basic 4.

Specific Objectives:

1. To teach parents the importance of dairy products for a balanced diet.
2. To reinforce Basic 4.
3. To help parents teach children where milk products come from.

Activities:

1. Discussion.
   - A. Foods in dairy group.
   - B. Why dairy foods are important.
   - C. Milk products during pregnancy and nursing.
   - D. Where milk comes from.
   - E. Ways to get milk in recipes for "non milk drinkers".
2. Provide handout "Dairy Products--Milk".
3. Cut and glue pictures of dairy products.
4. Mount pictures of dairy products and other foods for children to classify and match.
5. Cow pictures and puzzles.
6. Review cleanliness in handling food.
7. Fingerpaint with dairy products (cottage cheese, buttermilk, pudding, etc.).
8. Milk carton sculpture by gluing milk cartons together.
9. Make butter. (*p. 136)
10. Look at pictures of different animals that make milk.
11. Field trip to dairy farm, cheese factory, grocery store.
12. Make a dairy snack.
    - A. Milk shakes with fruit.
    - B. Butter. (*p. 136)
    - C. Ice cream or ice milk.

MAY - 1ST WEEK (Continued)

  D. Cottage Cheese Dip. (*p. 136)
  E. Instant pudding.
  F. Apple boat with cheese. (*p. 133)
  G. Cheese cubes.
  H. Cottage cheese salad.
  I. Chocolate milk pudding.
  J. Popcycles with yogurt and frozen OJ concentrate. (*p. 135)

13. Provide handouts:
  A. "Recipes Using Dairy Products".
  B. "Whey recipes".
  C. "Dairy drinks". (National Dairy Council)
  D. "Recipes Using Cheese".
  E. "Recipes Using Dry Milk".

14. Nutrition Train. (*p. 126) Get it out again.

15. Book, Milk.(illustrated by Christine Sharr, Wonder Books, Grosset and Dunlap Incorporated, 51 Madison Avenue, N.Y., N.Y. 10010)

Follow-up Activities for Positive Reinforcement:

1. What new recipes did you try?

2. Does the child really know where milk comes from?

3. How have your family's eating habits changed since you have been in our program?

   If so, how?

PARENT GUIDE

MAY - 1ST WEEK

Dairy products are one of the Basic 4 food groups and are needed for a balanced diet. Children need three servings a day and adults need two. Don't forget the other food groups: Meat (2 servings), Fruits and Vegetables (4 servings), Breads and Cereals (4 servings).

1. Try a new recipe using dairy foods.
2. Make homemade butter or ice cream with your child.
3. Watch for the cows and calves in the fields when you are riding in the car with your child.
4. Go to one of the cheese factories and sample the different kinds of cheese.

FINGERPLAY:

Five Little Milkmen

Five little milkmen got up with the sun. (Hold up 5 fingers.)
They hurried to the dairy to get their work done. (Walking motion with two fingers.)
The first little milkman said, "It's a lovely day." (Thumb wiggles.)
The second little milkman said, "Let's get started on our way." (Index finger wiggles.)
The third little milkman said, "I'm as sleepy as can be." (Middle finger wiggles.)
The fourth little milkman said, "Children wait for me." (Fourth finger wiggles.)
The fifth little milkman had nothing to say. (Fifth finger wiggles.)
They lifted their bottles, (Lifting motion with hands.)
And they hurried away. (Hand behind back.)

MAY - 2ND WEEK

Unit Title: Review and Post Evaluation

Justification: Something learned is not retained forever. Review and repetition are necessary for retention. Post evaluation is necessary in order to see what progress has been made and what needs further work.

Specific Objectives:

1. To help parents evaluate their children's progress this year.
2. To reinforce the objectives of the program with the parent.
3. To encourage parents to continue activities during summer.
4. To reinforce with the parents some of the activities from units: colors, self-concept, shapes and numbers.

Activities:

1. Discussion.
    - A. Review with family the objectives of the program.
    - B. Help family to plan ahead for continuing activities during the summer.
    - C. Stress again importance of accepting results.
2. Repeat some of the activities from the units on self-concept, colors, shapes and numbers.
3. Boehm Test of Basic Concepts--cognitive.
4. Peabody Picture Vocabulary Test--language.
5. Visual Motor Integration--small motor.
6. Denver Developmental Screening Test--comprehensive.
7. Use of "Child Checklist" and "Parent Checklist".
8. Go over Goal Sheets.

Follow-up Activities for Positive Reinforcement

1. Ask parents about family activities planned for the summer.
2. Discuss the results of the parent's evaluation of the child.

MAY - 3RD WEEK

Unit Title: Water

Justification: It is important to have respect for water and know of its potential dangers. Learning about various forms of water is a basis to scientific study. Water has many different uses and is necessary to life. It is an inexpensive material for play and learning.

Specific Objectives:

1. To help parents teach children about water.

2. To teach parents that water is an inexpensive medium for learning and playing.

3. To teach parents the importance of water safety and respect for water.

4. To reinforce the importance of cleanliness.

Activities:

1. Discussion.
    A. Importance that water plays in our daily lives.
        1. Drinking.
        2. Bathing.
        3. Cooking.
        4. Irrigation.
    B. Make bathtime fun and safe by staying with child.
    C. Soaking in warm bath good for cleaning and healing small cuts and scratches, etc.
    D. Importance of respecting water and learning to swim.

2. Do dishes.

3. Blow bubbles. (*p. 129)

4. Make jello.

5. Add water to dry milk, orange drink, or any other dry food.

6. Sponge and water painting outdoors on sidewalks. Make wet footprints on cement too.

7. Melt ice cubes in skillet and let turn to steam to see the three forms of water.

8. Boil eggs.

9. Wash clothes, walls, or floors.

MAY - 3RD WEEK (Continued)

10. Field trip to pond, river, well--any body of water.
11. Water in tub.
    - A. Float jar lids.
    - B. Measuring and pouring.
    - C. What floats and what doesn't float. (Workjobs p. 79)
    - D. Clap hands in/out of water.
    - E. Apple bob.
    - F. Wash clothes and hang out to dry.
    - G. Squeeze toys, eye droppers.
    - H. Use buckets, shovels, scoops, hose, board and boats.
12. Stories about water.
13. Trip to pool.
14. Trip to dam.
15. Water games such as running through sprinklers.
16. Provide handouts "Water Play" and "Water Safety Rules".
17. Bathe dolls.
18. Water paints.
19. Story, "Water" (What Do People Do All Day by Richard Scarry, Random House, N.Y. p. 90)
20. Songs, puzzles.

Follow-up Activities for Positive Reinforcement:

1. Did you find your bathtime enjoyable?
2. What other activities did you try?
3. Ask to see evaporating water.
4. Ask if they made popsicles.

PARENT GUIDE

MAY - 3RD WEEK

Children need to acquire respect for water and be taught of its potential dangers. Learning about various forms of water is a basis to scientific study. Water has many different uses and is necessary to life. It is an inexpensive medium for play and learning.

Activities:

1. Make bathtime enjoyable.
    - A. Reinforcement of body parts.
    - B. Cleanliness.
    - C. Smells.
    - D. Temperature of water.
    - E. Things that float/don't float.
    - F. Measuring.
2. Make ice cubes.
3. Boil water and watch steam.
4. Watch water evaporate--mark water level at beginning.
5. Make popsicles. (Freeze instant chocolate pudding or juice.)

NURSERY RHYMES:

Rain

Rain, rain go away
Come again another day
I want to
Go out and play.

Rain

Rain on the green grass,
And rain on the tree,
Rain on the housetops,
But not on me.

APPENDIX A

ACTIVITIES

Things to do----------119

Things to make----------123

Art Ideas----------130

Recipes----------133

Fingerplays----------137

Stories----------141

Nursery Rhymes----------148

Songs----------151

THINGS TO DO

Life Line

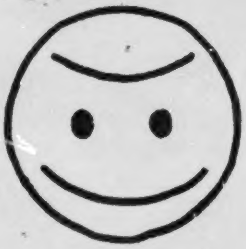
You will need magazines, construction paper, scrap material, scissors, glue, crayons, felt tip markers, etc. Each person constructing his life line is provided with string, ribbon, or similar line on which to construct his life story. Pictures are then drawn, cut from magazines, etc. and fastened on the line in order to depict the life story of that person. If a polaroid camera is available, pictures might also be added or photographs previously taken could be used. When lines are finished each person explains his to the others.

Butcher Paper Outline

Have child lie down on large piece of butcher paper. Trace around the body carefully. The outline can then be used for learning body parts, counting fingers, facial parts, etc. Help the child to color or paint the "self portrait" or glue paper or material on it to match his own clothing. The body outline can be hung at the child's eye level and the child's height can be recorded.

"If You Chance To Meet A Frown"

Draw the face below on a paper plate or circle of cardboard. Turn it upside down to see the frowning face. Turn it back and forth while singing the song. (See songs)



Statue Game

The "leader" or teacher or parent chooses a form that each player will impersonate, like a tree, storm, etc. The "leader" spins each person by swinging them around by the arm and then lets go. As each one falls, he falls into position which he thinks depicts the chosen form and freezes like a "statue". When all are frozen the "leader" selects the one he thinks depicts the form best and that person becomes the "leader" as the game continues.

Game With Rope

With two people holding a rope, ask the child to crawl under the rope without using hands or without using feet. Ask child to go over the rope using only one foot, etc. Make up any combinations to involve large muscles. Ask child what body parts he is using.

Mulberry Bush

Have the children stand in a circle and hold hands. When singing the chorus of "Here We Go Round The Mulberry Bush" (p.81) they go around in the circle skipping. During the verses they dramatize the action mentioned in the song (This is the way we wash our clothes..so early Monday morning; ...iron our clothes...Tuesday; ...scrub the floor...Wednesday; ...mend our clothes...Thursday; ...sweep the house...Friday; thus we play when our work is done, so early Saturday morning.) To the words, "So early in the morning" each child spins around in place. Repeat the chorus after each verse.

I Have a Little Doggie

Have the children stand in a circle. One child has a handkerchief and goes around the outside of the circle, stopping behind each child, chanting, "I have a little doggie but he won't bite you and he won't bite you, etc." When he comes to a child he wants his doggie to bite, he says, "but he will bite you!" and drops the handkerchief behind that child. The child who has the hanky dropped behind him has to pick it up and chase the other child around the circle. The first one back to the vacant spot in the circle stays there, and the other one goes around the circle with the hanky as before.

Simon Says

A leader stands in front of the group which is standing. The leader gives a command such as "Simon Says 'jump' or 'sit'". If the command is preceded by "Simon Says" it is to be obeyed. If "Simon Says" is omitted by the leader then the command is to be ignored. Any player doing the wrong thing is eliminated. The last player is the winner.

Ring Around the Rosie

Everyone makes a circle and goes around holding hands and chanting the song, "Ring around the rosie, Pocket full of posies, Ashes, Ashes, We all fall down!" (see Songs) Everyone falls down on the word "down" and the last one down goes in the middle of the ring next time to be the "rosie".

Picture Reading

When looking at pictures, ask the child open ended questions such as, "What do you see here?"; "What's happening in this picture?"; "Tell me about this". There should be no right or wrong answers, just expression through language. Any picture, magazine, or book may be "read" this way by either child or parent.

(Things To Do)

"In and Out the Shapes"

Sing this song to the tune of "In and Out the Window" (see Songs). Use the words, "In and out the shapes, In and out the shapes, In and out the shapes, As we have done before." Then "Now follow me to circle, (square, triangle, or rectangle)...As we have done before". Large construction paper shapes are scattered on the floor. The group marches between shapes until told to "follow me to circle". Then everyone finds a circle (or other specified shape) to stand on. Group marches again to the first verse and then chooses another shape.

Listening to Records

There are many good listening and activity records. These are some of the best that Millville Home Start has:

"Getting to Know Myself" by Hap Palmer (Activity Records, Educational Activities, Inc., Freeport, L.I., N.Y.)
"The Feel of Music" by Hap Palmer (same as above)
"Creative Movement and Rhythmic Expression" by Hap Palmer (same as above).
"Mod Marches" by Hap Palmer (same as above).
"Creative Rhythms for Children--Boat Rhythms" by Phoebe James (Phoebe James Productions).
"Creative Rhythms for Children--Favorite Action Songs" by Phoebe James (Same as above.)
"A Visit to My Little Friend" by Mary Robison (Children's Record Guild division of the American Recording Society)
"My Playful Scarf" by Norman Rose (same as above).
"Little Gray Ponies" by Tom Glazer (Young People's Records)
"Preschool Activities" by Harold and Mary Jane LeCrone (Rhythm Record Co., 9203 Nichols Rd., Oklahoma City, Okla. 73102)
"Listen and Respond with this Music" (Allyn and Bacon, Inc., Alpha Records, Rockleigh, N.J.)
"Rhythm Time" by Lucille Wood, (Bowmar Records, Inc., 10515 Burbank Boulevard, North Hollywood, Calif. 91601).
"Rusty in Orchestraville" by Alan Livingston (Capital Records, Inc.)

Growing Plants

To grow an avacado plant, use toothpicks to hold the avacado pit in the neck of a jar or glass so that the tip is in the water. Keep it in a warm place out of direct sunlight. Add water from time to time to keep the tip in water. When roots have formed (it takes up to six weeks) and the stem has appeared, plant in soil. Don't cover the top of the seed.

To grow a sweet potato plant, place the potato in a jar; with toothpicks as for the avacado. Either end of the potato will do. After the roots have formed and the stem has appeared, plant in soil.

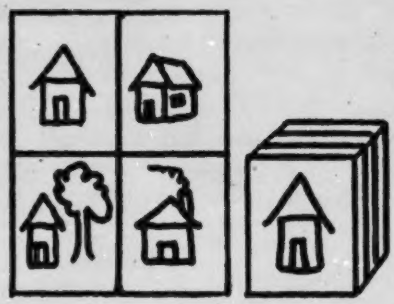
Blindman's Bluff

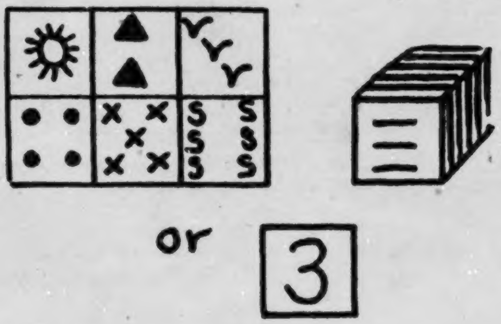
One person is blindfolded and the others move around in the room. The blindfolded person catches someone and tries to guess who it is. The caught one tries to fool or bluff the blindfolded person; by changing his voice, stooping to be shorter, etc.

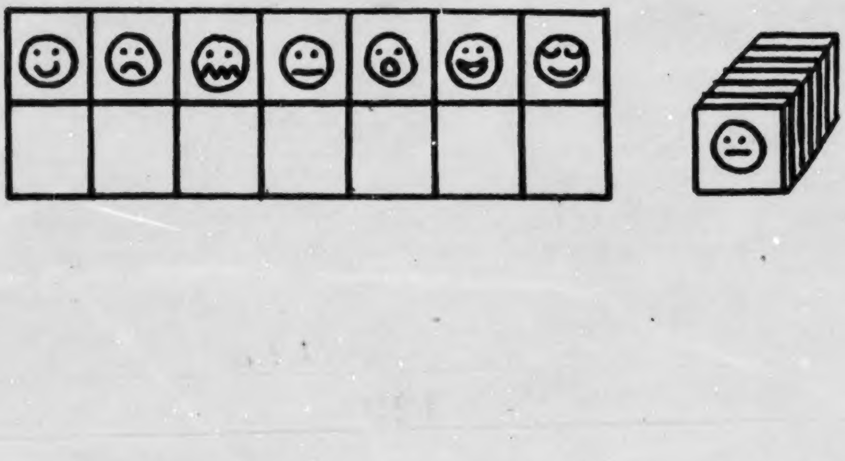
THINGS TO MAKE

Lotto Games

Lotto games are any matching game with a board and matching cards. These games can be easily made by putting pictures, drawings, stickers, shapes of paper, scraps of fabric or anything on sections of a rectangle of cardboard and on matching card. The matching card can either go right on top of the matching section or in a section left blank right next to the matching section. (This second way is sometimes easier for younger children because then they can see both parts of the match at the same time.) Almost any concept can be taught with lotto games. Use them to teach emotions, colors, numbers, shapes, plants, animals, textures, perception of differences, etc. Here are some examples:





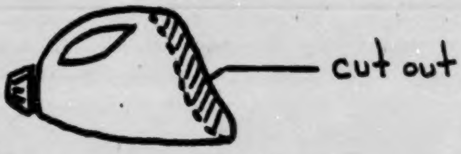


Junk Box

Shoe box (or similar box) filled with any junk items such as small doll, buttons, old toys, pictures, crayons, paper, etc. for purpose of occupying child. Items should be of a nature that it won't matter if they are lost or broken.

Scoop-A-Loop

You will need two bleach bottles and any sort of light weight ball. Cut bleach bottles out to form a scoop with handle as illustrated. Partners toss ball back and forth using scoop to throw and catch ball.



Make A Puzzle

To make a puzzle with a back and frame, use two rectangles of cardboard the same size. Glue a magazine picture or draw and color a picture on one rectangle of cardboard. With a sharp knife, cut an inch or more off of the outside edge of the picture keeping it in one piece. Then glue this outside piece to the other rectangle of cardboard to make the back and frame. Cut apart the rest of the picture to make the puzzle pieces.

Lacing Card

Lacing cards can be easily made from old greeting cards or any stiff paper or cardboard with a printed or hand drawn picture. Use a paper punch to make holes. For lacing use yarn, cord, or ribbon. To make the ends of yarn stiff, dip in wax or glue or wrap ends with a small piece of scotch tape.

Halloween Tree

Use dead tree branch (try to find one with many small branches) on which to hand Halloween forms cut from construction paper, etc. such as pumpkins, black cats, witches and ghosts. Hang objects with thread and support tree in upright position in can, jar or on piece of wood.

(Things To Make)

Ghost Puppets

Make ghosts out of marshmallows with toothpicks and white paper napkin. The toothpick holds the marshmallow head to the napkin spread over a hand. Make a face on the marshmallow with food colors so it can be eaten later.

Color Scrapbook

Staple eight sheets of white construction paper together to form a book. With corresponding colored ink marker, print the name of a different color at the top of each page. The child can glue pictures from magazines, or pieces of construction paper or make crayon drawings to match the color word on each page. Use also for numbers, shapes, etc.

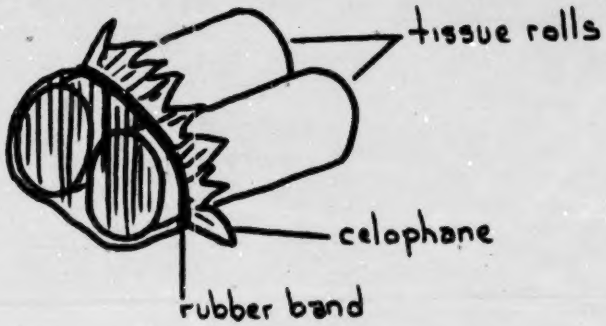
Color Glasses or Paddles

Using stiff paper, make eyeglass frames to fit childs eyes. Use different colors of celophane for glass. Can be held on head with elastic or pipe cleaner bent over ears.

Paddles are three square frames of heavy paper with red celophane in one, yellow in another and blue in the third. By mixing colors (put one paddle on top of another) child can see new colors. For example: put yellow and blue paddles together and look through and you'll see green. Experiment with other colors.

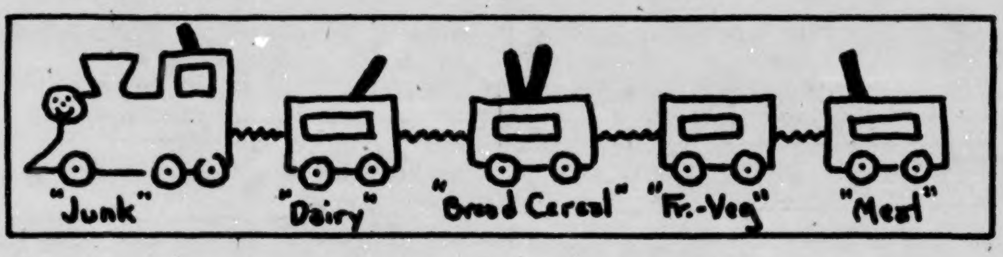
Color Binoculars

Fasten two toilet tissue rolls together with staples or rubber band. Put colored celophane over end and hold with another rubber band. Before putting on celophane, child may decorate rolls with paint, crayons, paper, etc.



Nutrition Train

Using construction paper, cut four rectangles of different colors to represent four boxcars. Each boxcar will also represent one of the Basic four food groups. ("Good Things To Eat" National Dairy Council handout - can be cut up and glued on cars.) Cut an engine out of black paper. Mount on large piece of paper or poster board to form a train. Add wheels, happy face front, etc. When glueing cars on, leave pocket so tickets can be inserted. Tickets are paper strips of corresponding color to car that represents food from four groups. Each time child eats something, he shows it on the train by putting a ticket in the proper car. For example: for a glass of milk a blue ticket would go in the first car (Dairy group). At the end of the day or week the train serves as a graphic illustration of eating habits. In addition to charting positive results, "junk" food such as cookies, candy, gum, etc. can be charted by leaving a pocket in the black engine and inserting a black ticket for each "junk" item eaten.



Pilgrim Hats

This hat is made from an old men's shirt. Put the collar around the face for the brim of the bonnet. Pull the rest back and tie with a ribbon like a pony tail. Cut off shirt three inches below the tie.

Indian Headdress

An Indian headdress can be made by glueing real or paper feathers to a felt or paper band 2" wide and long enough to go around a child's head and fasten. Paper feathers may be colored and decorated with crayons and "feathered" with scissors.

Basic Four Classification game

Cut out pictures of food from magazines. Be sure to have foods from all food groups. Help child to sort pictures according to food groups.

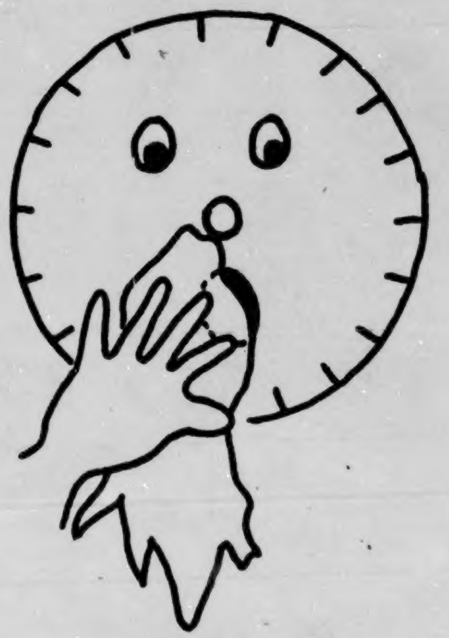
It is helpful to have pockets on a board with food group pictures on each: (Get pictures from "Guide to Good eating", National Dairy Council.) Make pockets by glueing around three edges of card or paper.

Counting Egg Carton game

Number each hole of an egg carton 1 - 12 in order. Have child put proper number of beans, buttons, stones, raisins in each hole. To make more advanced, make 12 small pieces of paper with a number on each 1 - 12. Put a paper in each hole in no particular order. Child must also recognize numeral to be able to put proper number of beans in each hole.

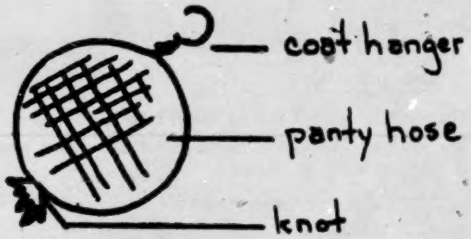
Paper Plate Kleenex Faces

Let child draw a face on a paper plate or cut out features made of construction paper and glue them on. Trace child's hand on construction paper and cut out. Fasten onto plate in a position of covering mouth and nose and put tissue in hand to show how to cover mouth and nose when coughing and sneezing.

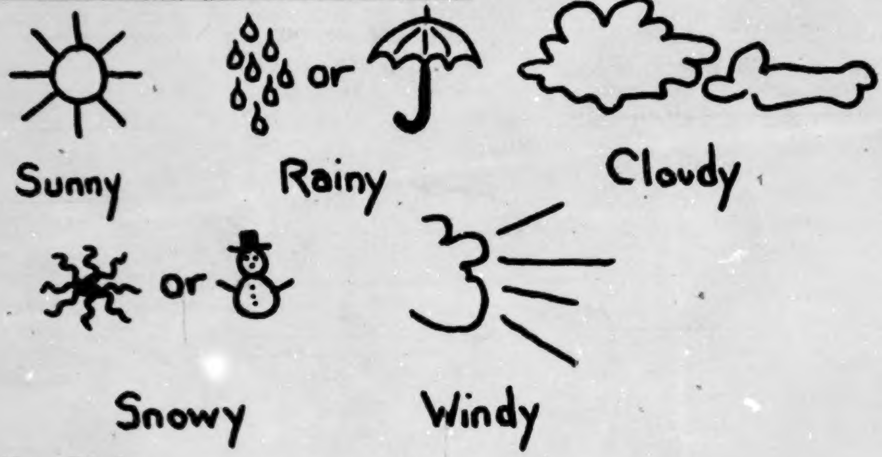


Panty Hose Ball and Bat

Bend a coat hanger into a circle. Using one thigh section of a pair of panty hose, stretch it over circle, knotting at small end and pulling half of seat portion over hanger and wrapping to form handle. Stretch tightly. Do same with another hanger and other half of panty hose. Make ball out of remaining panty hose. Two can bat back and forth as in ping pong or one can play alone and try to keep ball in air. Safe for indoor play since ball is soft and lightweight.

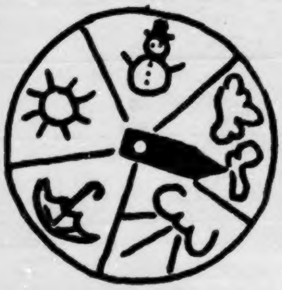


Weather symbols for Calandar or Dial



Weather Dial

Make a "Weather Dial" out of paper plate, fasten arrow in middle with brad. Divide into 5 "pie" sections, and put weather symbols on it.



Heart Shape Cookie Cutter Out of Can

Take tuna can or any other can depending on size of cookie you want. Cut both ends from can and shape into heart shape.

Hummers

With a paper punch or sharp pencil, make a hole near one end of an empty toilet paper or paper towel roll. Put a square of wax paper on the other end and hold it on with a rubber band. Hum a song into the hummer, and it will buzz like a kazoo.

Egg Shell Table Decorations

Take half an egg shell, fill it with grass and put colored jelly beans in it for name place cards. Colored eggs in basket in middle of table.

Squeeze Bottle String

Thread a piece of string about 8 inches or 9 inches through the cap of an empty frosted plastic detergent bottle. Knot at both ends. Stuff string into bottle so that only knot is exposed. Hold bottle horizontally and squeeze making string pop out. Use for teaching concept of air.

Make a Kite

Make a simple kite by decorating a sheet of paper and taping string and a crepe streamer to it. This kite can be flown only by running with it and is better for a young child who cannot fly a regular kite.

Also, fold tissue paper accordian style, tie a string around the middle, fluff out paper to look like a butterfly and run with it.

Soap Bubbles

Add ¼ cup liquid dishwashing detergent (Joy seems to be the best) to 2 Tablespoons sugar. (Try to avoid suds)

Glycerin and Joy Soap Bubbles: 1 oz. glycerin and 8 oz. Joy detergent.

Wands: Wire, pipe cleaners and coat hangers.

ART IDEAS

Play Dough

1½ cup flour
½ cup salt
½ cup water
¼ tsp. liquid (dish washing) soap
Several drops of food coloring

Mix flour and salt together. Add water, food coloring and soap and mix well. If dough appears too dry, add more water. If it's too wet, add more flour until it is of a consistency to be rolled on a floured board. When not in use, store in an air tight container in a cool place.

Salt Flour Clay

2 to 4 cups flour
1 cup salt

(A small amount of liquid oil keeps dough from drying out.) Use enough water to moisten flour and salt into a dough. To color it, add food coloring to water, or add tempra to flour and salt before adding water. Consistency is like cookie dough.

To bake, roll out and cut with cookie cutter or mold with hands. Bake at 350° until it turns color. Takes about 20 minutes or longer. Let cool, then paint.

Macaroni Collage

Use macaroni (all kinds) and other scraps from the pantry such as beans, seeds, rice, dried peas, noodles, popcorn. Glue to form a picture, design or "free form" on shoebox lid or other cardboard scrap.

Collages

Collages are collections of various materials which are pasted on paper or meat trays or similar articles. Many objects around the home can be used as collage material.

Rice
Wheat
String
Material scraps
Buttons
Egg cartons
Bottle caps
Egg shells
Gift paper
Spaghetti (uncooked)
Egg shells (broken up, colored or white)
Styrofoam packing material

Noodles
Macaroni
Yarn
Ricrac
Ribbon
Cardboard
Tree and Bush
Branches

Straw
Sawdust
Cotton
Sequins
Jewelry
Popcorn
Toothpicks
Feathers
Wall paper
Weeds

(Art Ideas)

Homemade Paste

1 cup flour
2 cups cold water
1 T. Salt
1 t. powdered alum

Mix flour and water until free of lumps. Add alum and salt, then stir into one quart of boiling water. Cook until it changes from a milky mixture to one that is clear.

Finger Paint

2 cups flour
2 t. salt
½ cup water
Several different food colors

Beat the above ingredients (except food color) until mixture is smooth. Add 2 cups of hot water and boil mixture until it is clear. Divide into as many portions (in small bowls) as you desire for different colors. Add food colorings of different hues, one color to a bowl. Stir each bowlful with a separate spoon. Store at room temperature in tightly covered containers such as plastic margarine tubs.

Ivory Flakes Finger Painting

Put soap flakes into mixing bowl and add water gradually while beating with egg beater or electric mixer. Consistency should be about the same as stiffly beaten egg whites. Add color.

Potato Printing

Cut a small potato in half, width wise, and draw a simple design on the face of the potato. Cut lines of design about ½ inch deep and then cut away outer part. This may then be pressed on a sponge or paper towel saturated with tempera paint or food coloring mixed with soap and the design printed on any kind of paper. Other foods like lemons, oranges, corn cobs, onions, and carrots may also be used.

Sponge Painting

Cut an old sponge into small pieces about two inches by one inch. Tie the pieces onto the ends of tongue depressers or popcicle sticks with string or elastic bands. A clothespin may also be used to hold it. The sponge may then be dipped into paint and used in much the same manner as one would use a paint brush. Put sponge into water before painting.

(Art Ideas)

Spool Painting

Take an old coat hanger or piece of wire and bend them into the shape of a handle and put them through the hole in the spool. Then put notches in the edges of the spool so that a variety of designs can be produced. Dip the spools into paint and roll it over paper to make a variety of designs.

Other Things That Can Be Painted With

Burlap wad
Thumbprints
Gadgets (potato masher, spoon, fork, etc.)
Any vegetable or fruit
String or ricrac tied around a block of wood or can
Button
Pine cone
Cue-tip
Cotton ball

Note: When printing, put a sponge or paper towel in shallow container of paint and dip on that to avoid slipping.

Strawblowing

Drop paint on paper. Have child blow with a straw to make a design. An eye dropper can be used to drop the paint.

Salt or Sand Painting

Put small amount of glue on paper. Have salt or sand mixed with dry tempra in a salt shaker. Shake on paper.

Color Macaroni, Etc.

Mix approximately $\frac{1}{4}$ cup alcohol and food coloring to one cup of macaroni in quart bottle and shake. Spread out to dry.

Liquid Starch Glue (Sta Flo)

Liquid starch can be used to glue tissue paper, etc. on various surfaces.

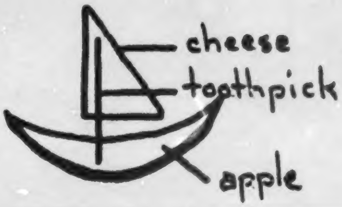
RECIPES

Bake - Fry Pumpkin Seeds

Soak in salt water or wait and salt later.
Toast in preheated 300° oven 10-30 minutes until lightly browned.
Fry in oil at low temperature until brown. Salt to taste.

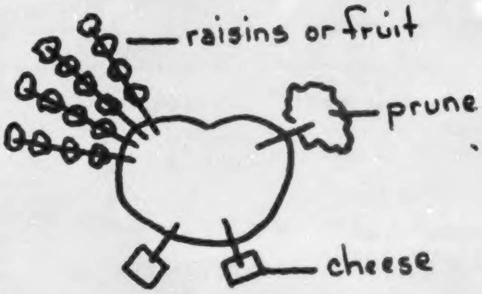
Apple Boat

Quarter an apple and scoop out core on each to form bottom of boat. Cut cheese into triangle shape and attach it with toothpick to apple for sail of boat.



Apple Turkeys

Use apple for body of turkey. Have plenty of toothpicks available for making legs, attaching head, tail, etc. Head can be made of cheese or prune. Tail can be made of raisins and candied fruit. Use imagination for other possibilities.



Colored Popcorn Balls

1½ cup sugar
1½ cup corn syrup
1 3oz. pkg. jello (any flavor

Combine ingredients and cook just until sugar and jello is dissolved. Pour over 8 quarts popcorn. Cool until easy to handle. Form into popcorn balls.

Gingerbread Men

Simmer 15 minutes 1 cup molasses and 1 cup shortening. Cream together 1 cup sugar, 1 egg, and 1 tsp. vanilla. Dissolve 2 tsp. soda in ½ cup hot water. Add hot water and soda mixture to sugar and egg. Sift together 6 cups flour, ¼ tsp. cloves, 1 tsp. cinnamon, 1 tsp. salt, and ½ tsp. ginger. Add to other mixture and stir until flour is well mixed. Roll thin and cut with cookie cutter. Bake 10 minutes in 375° oven.

(Recipes)

Granola

Mix:
1 cup sesame seeds
1 cup sunflower seeds
1 cup wheat germ
2 cups coconut
3/4 cup chopped nuts

Melt Together:
1 cup honey
1 tsp. vanilla
1 tsp. salt
½ cup brown sugar (or less)

Mix together. Spread thinly on a greased cookie sheet. Bake 1 hour in a 200° oven.

Quick Mix

10 cups flour
1½ cup dry milk
¼ cup sugar (or less)

¼ cup & 2 Tbs. baking powder
1 Tbs. cream of tarter
1½ Tbs. salt

Mix above ingredients well with a fork in a large bowl. Add 2½ cup shortening. Mix with fork and knife until mix is consistency of cornmeal. Store tightly covered in a cool place.

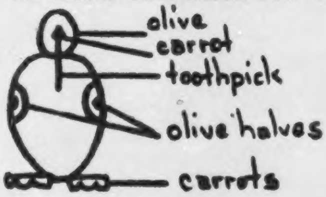
To Use:	Biscuits	1 cup mix and 1/3 cup water, blend and knead. Bake 425°, 10-15 minutes.
	Muffins	3 cups mix and 1½ cup water, add 1 egg. Blend water and egg. Then add mix. Bake 450°, 25 minutes.
	Pancakes	1 cup mix and 1 cup water, blend. Hot grill, turn to low.

Applesauce

Use 6-8 apples.

Wash, remove stems and blossom ends with a sharp knife. Pare, quarter and core the apples; or if the sauce is to be put through a colander, leave the skins on. Cook the apples until soft in a covered pan, using just enough water to keep them from scortching. If the skins have been left on, put the sauce through a colander. Sweeten to taste; add a few grains of salt and cinnamon if you wish.

Penguins



1 hard boiled egg
2 ripe olives (pitted)
2 slices raw carrots
3 toothpicks

Use egg for body. Use one toothpick to hold on olive head. Cut other olive in half and put one on each side with toothpick halves. Use carrot slices for feet (held on with toothpick halves). Cut notches out of carrots for toes and use one of these for nose.

(Recipes)

Eggnog

For each serving: Beat one egg with egg beater in a small bowl until light. Beat in slowly 1 teaspoon sugar and ½ cup rich milk. Flavor with vanilla or mashed banana.

Sprout Seeds

The most popular seeds for taste and the easiest to purchase are ming, soy, lentil, alfalfa, and wheat. Dry ming beans are recommended for beginners because they are reliable and have a pleasing taste.

For best results in growing your own garden of bean sprouts, follow these instructions:

Day 1: Rinse desired amount of beans several times in a strainer. Soak beans in warm water (4 parts water to 1 part beans). Let stand in warm place over night.

Day 2: Rinse beans again in strainer. (Beans will have at least doubled in bulk). Place in container that allows for expansion of about 8 times swelled amount. A mixing bowl with a dinner plate is recommended as a container. Drain excess moisture. Soak 3 sheets of paper towel in water and lay on top of beans. Cover and put aside at room temperature. In about 4 hours moisten towels.

Day 3: Fill container with warm water to about 1 inch above sprouts. Cover, turn upside down, and drain thoroughly. Gently stir with hands or wooden spoon so that bottom sprouts move toward top. Moisten paper towels and cover. Later in the day moisten towels.

Day 4: Repeat procedure for Day 3 if necessary.

Day 5: Repeat procedure for Day 3 if necessary.

Mung, soy, garden peas, and lentils are ready to serve when the sprout is about 1 inch to 1½ inches long. The entire sprout is edible. Many of the vitamins, especially vitamin C, increase after 3 to 4 days of refrigeration.

The secret of successful sprouting is to keep the sprouts warm and moist.

Orange Yogurtcycles

Mix one carton yogurt with one can frozen orange juice concentrate, add ½t. vanilla and honey to taste. Freeze in ice cube trays with sticks.

(Recipes)

Butter

Wash bowl and beater. Pour in cream. Turn the beater. Watch for the butter to come. Then pour off the buttermilk. Work and wash the butter. Put in a small bowl. Add salt to taste.
For classroom experience each child can be given individual baby food jar with cream and shake it until butter forms.

Cottage Cheese Dip

2 cups creamed cottage cheese
1 tablespoon milk or sour cream
1 teaspoon finely minced onion
(or ½ envelope Lipton's Onion
Soup - dehydrated)
1 tablespoon lemon juice (optional)
Salt and pepper if desired

Place the cottage cheese in a sieve. With a large spoon, force the cottage cheese through the sieve. Or use an electric mixer or blender to make cottage cheese smooth. Add the other ingredients and mix throughly. Chill mixture to blend flavors.

Fancy Shape Cookies (Christmas, Valentines, etc.)

Mix thoroughly:
1/3 cup soft shortening
1/3 cup sugar (or less)
1 egg
2/3 cup honey
1 t. vanilla

Stir in:
2-3/4 cups sifted flour
1 t. soda
1 t. salt

Chill dough. Preheat oven to 375°. Roll dough on floured cloth with floured rolling pin to 1/4 inch thick. Cut in shapes (with cookie cutters or knife around cardboard shapes). Set on greased baking sheet. Paint with small paintbrush using:

1 egg yolk
1/4 t. water
food coloring

or wait until baked and use frosting. Bake 8 to 10 minutes.

FINGERPLAYS

Wiggle, Wiggle, Wiggle

How much can I wiggle?
I can wiggle my fingers. (wiggle fingers)
I can wiggle my toes. (wiggle toes)
I can wiggle my shoulders. (wiggle shoulders)
I can wiggle my nose. (wiggle nose)

On My Face

On my face I have a nose,
And way down here I have ten toes.
I have two eyes that I can blink.
I have a head to help me think.
Here's my chin and very near are two ears so I can hear.
I have a mouth with which I eat.
And when I run I use my feet.
Here are arms to hold up high,
And here's my hand to wave goodbye.

Touch Game

Touch your nose, touch your chin,
That's the way this game begins.
Touch your eyes, touch your knees,
Now pretend you're going to sneeze.
Touch your hair, touch one ear,
Touch your two red lips right here.
Touch your elbows where they bend,
That's the way this touch game ends.

Take and Go

Take your little hands and go clap, clap, clap!
Take your little hands and go clap, clap, clap!
Take your little hands and go clap, clap, clap!
Clap, clap, clap your hands
(feet and stamp, eyes and blink, arms and wave, head and nod, etc.)

Fingers (high and low)

I have ten little fingers and they all belong to me. (hold up fingers)
I can make them do things. Would you like to see?
I can make them jump high. (hold hands high)
I can make them jump low. (hold hands low)
I can fold them in my lap, (fold hands in lap)
And keep them just so.

1, 2, Buckle My Shoe

1,2,buckle my shoe;
3,4, shut the door;
5,6, pick up sticks;
7,8, lay them straight;
9,10, a good fat hen;
11,12, dig and delve;
13,14, maids are courting;
15,16, maids in the kitchen;
17,18, maids are waiting;
19,20, my plate's empty.

Here is the Beehive

Here is the beehive, but
Where are the bees?
Hidden away where nobody sees.
Soon they'll come creeping
Out of the hive.
One, Two, Three, Four, Five.

Five Little Squirrels

Five little squirrels sitting in a tree.
The first one said, "What do I see"?
The second one said, "Nuts on the ground".
The third one said, "They look big
and round".
The fourth one said, "I'll beat you
there".
The fifth one said, "OK, that's fair".
So they shook their tails and ran with
glee,
To the nuts that lay at the foot of
the tree.

1 2 3 4 5
I caught a hare alive
6 7 8 9 10
I let her go again.

Five Little Bunnies

Five little bunnies
Sitting by the door.
One hopped away,
And then there were four.

Four little bunnies
Sitting by a tree.
One hopped away,
And then there were three.

Three little bunnies
Looking at you.
One hopped away,
And then there were two.

Two little bunnies
Sitting in the sun.
One hopped away,
And then there was one.

One little bunny
was having fun.
But when he hopped away,
Then there was none.

Numbers

I saw one bee go buzzing by. (one finger moving through air)
I saw two butterflies in the sky. (hold up two fingers)
I watched three bunnies hop down the lane. (hold up three fingers)
They jumped in a hole before the rain. (make circle with one hand
and let other three fingers jump in)

Little, Larger, Largest

A little ball, (place thumb and forefinger of one hand together)
A larger ball, (place thumbs and fingers of both hands together)
The largest ball I see. (make arms into circle, hands touching)
Now, let's count them: one, two, three. (repeat sequence above)

Directions

Here we go up, up, up. (child squatting, slowly stand up)
Here we go backward and forward. (walk backward then forward)
And here we go round, round, round. (turn around)

My Kitty

I have a little kitty.
(extend 1st and 4th fingers as ears)
He is quick as he can be.
(make a quick side motion with hands)
He jumps up on my lap.
(cup one hand in palm of other)
And purrs a song to me.

The Little Frog (use fingers)

This little frog broke his toe.
This little frog said, "Oh, Oh".
This little frog cried and was sad.
This little frog laughed and was glad.
This little frog did just as he should.
He ran for the doctor as fast as he could.

Peter and Paul

Two fat pigeons sitting on a wall, (use one finger from each hand)
One named Peter, one named Paul. (wiggle left for Peter, right for Paul)
Fly away Peter, fly away Paul, (move one hand then other behind back)
Come back Peter, come back Paul. (bring hands back one at a time)

(Fingerplays)

Five Little Rabbits

Five little rabbits under a log. (hold up one hand, put fingers up then down and bring them back one at a time as they are mentioned)
The first one said, "I hear a dog". (put hand to ear)
The second one said, "I see a man". (put hand above eye)
The third one said, "Run while you can". (make fingers run)
The fourth one said, "Oh, I'm not afraid." (thumb in armpit)
The fifth one said, "SHH, keep in the shade." (finger to lips)
So they all lay still in the shade by the log, (5 fingers under hand)
And the man passed by and so did the dog.

Five Little Pumpkins (Halloween)

Five little pumpkins sitting on a fence.
A witch came flying by.
Ha, ha, ha, ha,
I'll take you all and make a pumpkin pie!

Five Little Jack-O-Lanterns (Halloween)

Five little jack-o-lanterns sitting on a gate,
The first one said, "My it's getting late".
The second one said, "There's witches in the air".
The third one said, "But we don't care".
The fourth one said, "Let's run, let's run".
The fifth one said, "It's Halloween fun".
Woooooooo! went the wind and out went the lights.
And those five little jack-o-lanterns ran out of sight.

Five Little Turkeys (Thanksgiving)

Five little turkeys were standing by a door. (hand up, five fingers)
One saw some corn, and then there were four. (four fingers)
Four little turkeys flew up in a tree. (fingers fly)
Three little turkeys gobbled as they do,
A dog chased one, and then there were two. (two fingers)
The wind came along and then there was one. (one finger)
He saw a farmer with a gun.
He ran away and then there were none. (hand behind back)

Mr. Turkey Gobbler (Thanksgiving)

I'm Mr. Turkey Gobbler. (spread hands to make a tail, thumb and fist is head and body, wiggle thumb as he talks)
I come on Thanksgiving Day.
What? Did you say you'll eat me?
I think I'll run away! (hide hands behind back)

Flannel Board Ideas

Almost anything can be used as a flannel board: the back of a couch or chair, a blanket, a sweater, or a scrap of any kind of fuzzy material. A special board can be made by covering cardboard with a plain, light colored flannel. If an entire box is covered, it can be a many sided story board and also hold story or rhyme figures and other colored shapes, scraps, etc. for picture making.

For figures, pellon is good for detailed or multi-colored figures. Felt and fake fur can also be used and are fun to touch.

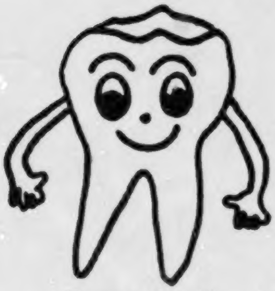
Children can make up many of their own stories, if they have a varied collection of figures such as: boys, girls, men, women, animals, houses, buildings, cars and trucks, trees, and almost anything else you can think of.

TOMMY TOOTH by Karen Runner

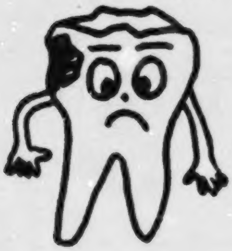
Tommy Tooth is happy. He has good friends: Carl Carrot, Terry Toothbrush, and Tessie Toothpaste.

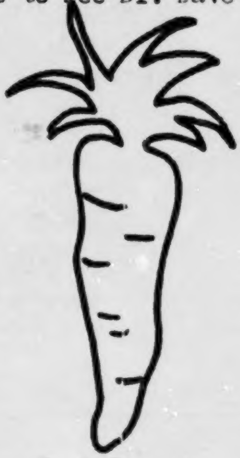
Teddy Tooth is sometimes happy but he has bad friends: Carrie Candy, Gary Gum, and Sammy Soda Pop. When Teddy plays with these friends he has fights with Danny Decay! When he loses, he is a very sad tooth. He has a cavity.

Tommy tells Teddy about his good friend Dr. Dave who can make him better. Teddy goes to see Dr. Dave and comes out a happy tooth. He has a filling

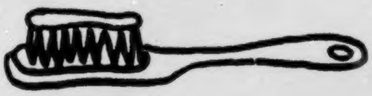


Tommy Tooth

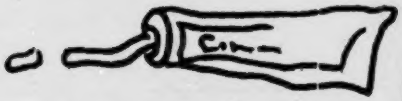




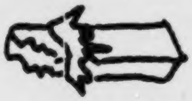
Carl Carrot



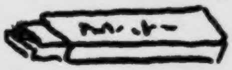
Terry Toothbrush



Tessie Toothpaste



Carrie Candy



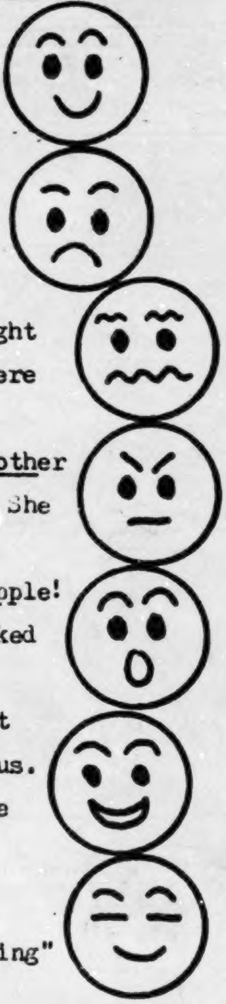
Gary Gum

Sammy Soda Pop

(Stories)

FEELINGS by Lori Roggman

(A story about feelings to go with stick figures with faces that show emotions.)



This is a picture of a girl (or boy). Her name is (child's name). One day ______ was feeling good, but she was a bit hungry. ______ decided that what she wanted was an apple. She knew there was an apple in the cupboard, so she went to get it.

But when _____ got to the cupboard, the apple was gone! _______ felt so sad.

Then _______ started worrying. She wondered what had happened to the apple. It was her own apple that she had bought with her own money, and she had just seen it a while ago. Where was ________'s apple?

_________ had an idea. She thought, "I bet (name of brother or sister) took my apple". This made _________ feel angry. She felt VERY angry.

Oh! _______ looked at the top shelf and there was her apple! (brother) hadn't taken it after all. _______ had just looked in the wrong place.

________ was so glad she found her apple that she ate it right away. The apple was sweet, crunchy, juicy, and delicious.

When the apple was all gone, _____ felt so good that she lay down and went to sleep.

Suggestion: Have the child retell the story by "picture reading" the illustrations.

Carroll Lambert, Supervisor
Child Development Laboratory
Utah State University, Logan, Utah

The Story of . . . .

SPOT THE CAT

Spot had just come to town, and he decided that the first thing he should do would be to find a place to live.

He saw a street with lots of houses painted different colors, and he thought that this looked like a nice place to live. So he went up to the red house (place red house on flannel board) and knocked on the door. A lady came to the door. Spot looked up and said, "Meow, meow, do you have a place for me to live?" The lady shook her finger at Spot and said, "Scat, scat, get out you cat!"

Spot ran down the steps, and then he saw a yellow house (place yellow house on flannel board). Spot walked up to the front door and knocked. A man came to the door. Spot said, "Meow, meow, do you have a place for me to live?" The man shook his finger at Spot and said, "Scat, scat, get out you cat!"

Spot ran down the steps, and then he saw a blue house (place blue house on flannel board). Spot walked up to the front door and knocked. A lady came to the door and Spot looked up and said, "Meow, meow, do you have a place for me to live?" The lady shook her finger at Spot and said, "Scat, scat, get out you cat!"

Spot ran down the steps, and then he saw an orange house (place orange house on flannel board). Spot walked up to the front door and knocked. A man came to the door and spot looked up and said, "Meow, meow, do you have a place for me to live?" The man shook his finger at Spot and said, "Scat, scat, get out you cat!" Spot ran down the steps.

Spot was getting tired by this time, but he decided to keep looking. He saw a green house and went up to the front door (place green house on flannel board) and knocked. In a little while a boy named Bill and a girl named Mary came to the door. Spot looked up and said, "Meow, meow, do you have a place for me to live?" Bill and Mary were happy to see Spot. They ran inside their house to ask their parents if Spot could live in their house. Their mother and father said that they could keep Spot for their pet. So Bill and Mary ran back, opened the door and let Spot come inside. They gave Spot a saucer of milk. Spot drank the milk, and then he lay down and took a nice nap.

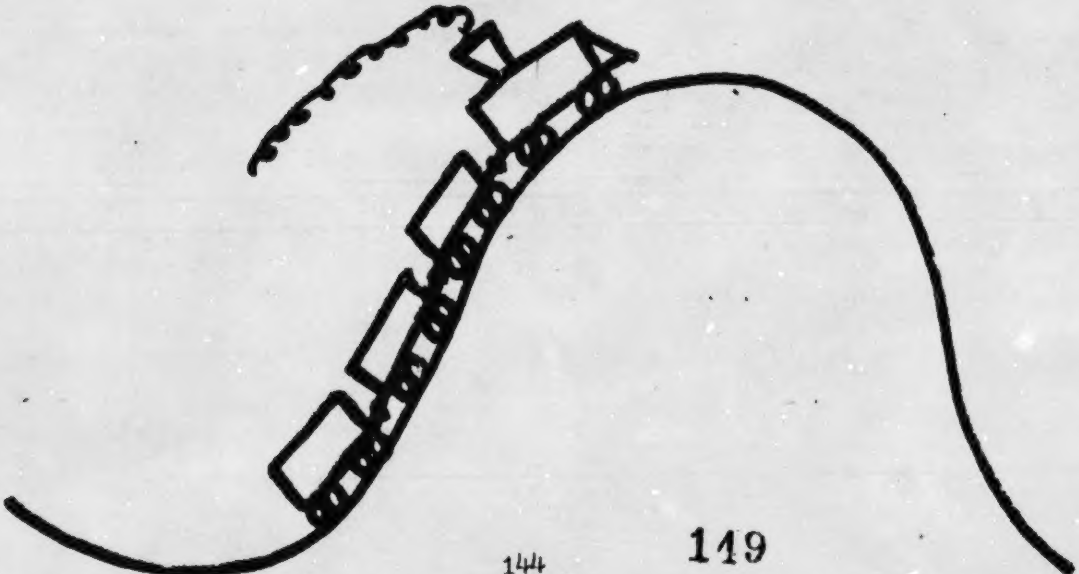
And this is how Spot found his new home!

Note: A felt or fur cat to pass around and a felt or paper house for each child to hold makes this story especially fun for children to help tell.

THE LITTLE CHEW CHEW TRAIN

Once upon a time there was a little Chew Chew Train that loved to travel all around the town. When little Chew Chew ate the right kinds of foods, he could climb steep hills all the way to the top then coast happily down the other side. He had so much fun.

One day Chew Chew missed one of his meals; and when he tried to climb the steep hill, he got too tired and had to stop. He needed some energy fuel to get him over the top. So little Chew Chew got smart and ate some nourishing food. He was able to climb the steep hill. Little Chew Chew learned to eat 1-2-3-4 way everyday and lived happily ever after.



(Stories)

BIG BEAR - LITTLE BEAR by Joyce Stokes

Why doesn't big Brown Bear go into his cave to sleep? Baby Bear wondered. It's cold and snowy everywhere, and I'm tired and sleepy.

Baby Bear had learned many things by watching big Brown Bear. He had learned how to catch fish in the stream. He had learned how to find ripe berries growing in the forest. He had even learned how to find good things to eat under old logs. But Baby Bear had not yet learned how to tell when it was time to go into his cave to sleep for the winter.

"I'm tired and sleepy," Baby Bear told White Rabbit. "I want to go to bed!"

"Why haven't all the bears gone into their caves?" he asked his friend Owl. "I'm tired and sleepy. I want to go to bed!"

"You must wait until Brown Bear goes into his cave, Baby Bear," said Owl.

Baby Bear found a place near Brown Bear's cave to rest and watch. "I'll sit here under these bushes," he said to himself. "Then I'll see when Brown Bear goes into his cave."

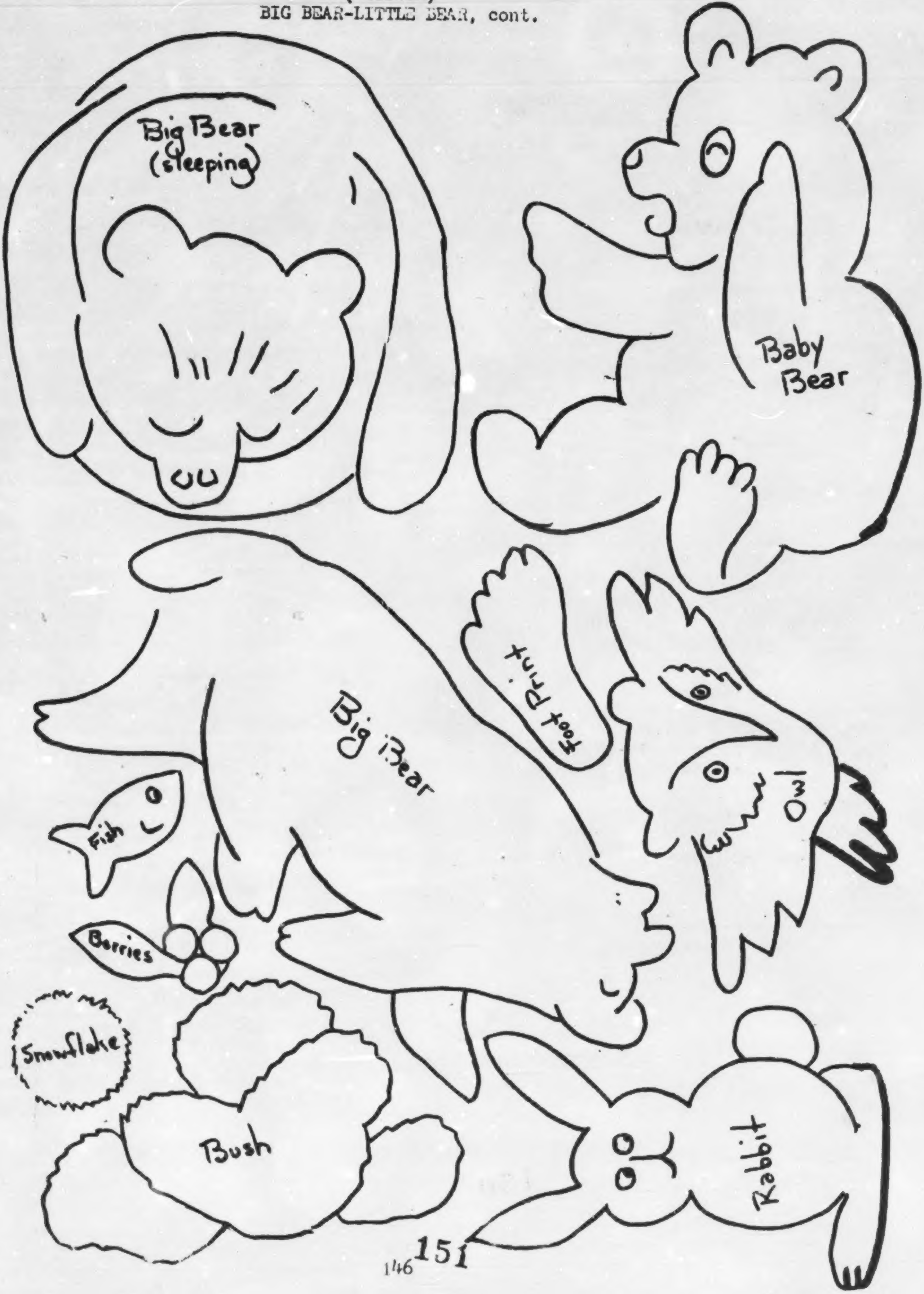
But soon Baby Bear fell fast asleep. He slept for a long time.

Suddenly the whistle of the wind woke up Baby Bear. Snow was blowing everywhere and he looked around just in time to see big Brown Bear disappear into his cave.

The wind blew snow over Brown Bear's tracks, and soon they were completely covered. Baby Bear hurried as fast as he could to his own warm cozy cave.

"Now I know why big Brown Bear waited so long to go to bed," he said to himself as he snuggled down in his warm bed. "His tracks are covered with snow, so now no one knows he is in his cave sleeping."

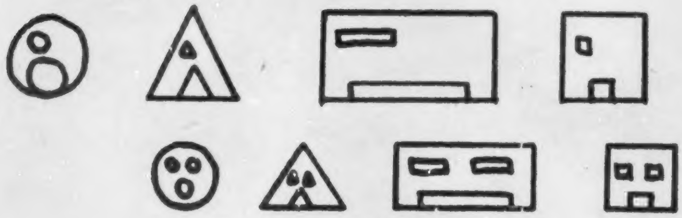
Next year I'll know when to go to bed, he thought as he drifted off for a long, long winter nap.


Big Bear (sleeping)
Baby Bear
Big Bear
Foot Print
Owl
Fish
Berries
Snowflake
Bush
Rabbit

(Stories)

SHAPE HOUSES by Ann Reed

Make out of felt, shapemen and shape houses:



Tell a story about Mr. Circle, Mr. Triangle, Mr. Square and Mr. Rectangle all complaining because their houses aren't right. Mr. Triangle's circle house has no corners so he gets all bent up. Mr. Rectangle's square house is too short, etc. Ask children to help you solve their problems. Which house would Mr. Triangle like better, etc? End it with a happy ending by matching shapeman to proper shaped house.

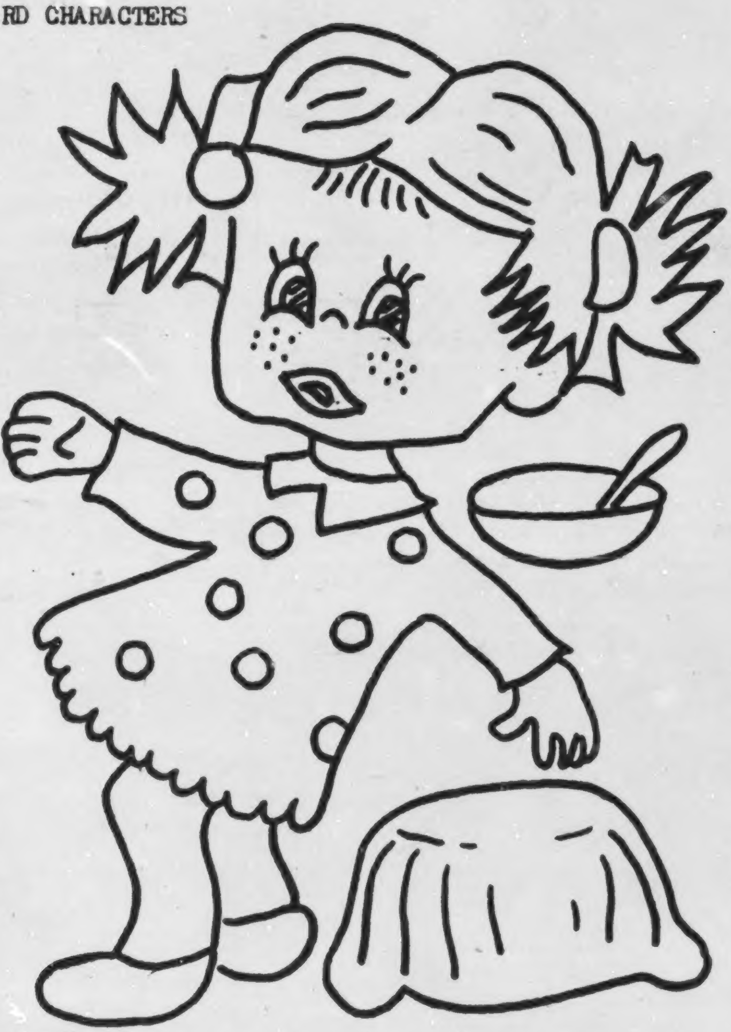
JO'S SHAPE STORY by Jo Davis

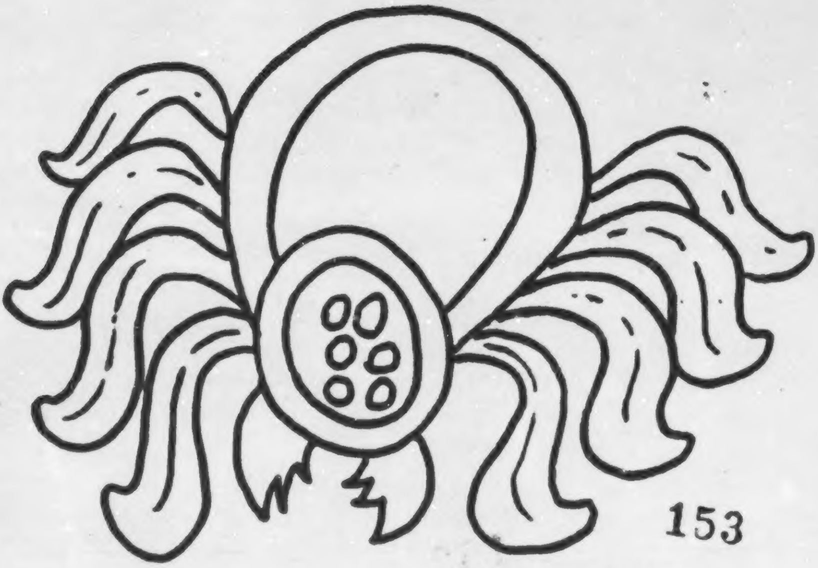
Teach shapes using flannel board story, "Three Bears". Bears are shaped from circles, house is square with square windows, triangle roof, rectangle doors, bowls are round circles, bed is a rectangle shape. Bears must make bed so it won't be a "wrecked tangle", even if it is a rectangle shape, etc.

NURSERY RHYMES FLANNEL BOARD CHARACTERS

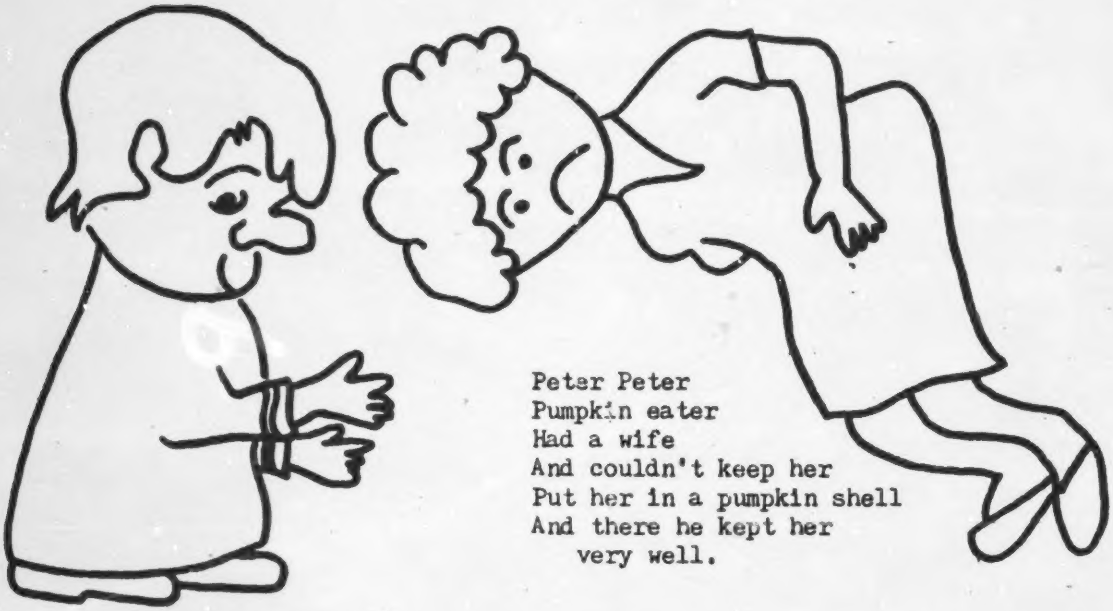
Little Miss Muffet
Sat on a Tuffet
Eating her curds and whey.

Along came a spider
And sat down beside her
And frightened Miss
    Muffet away.

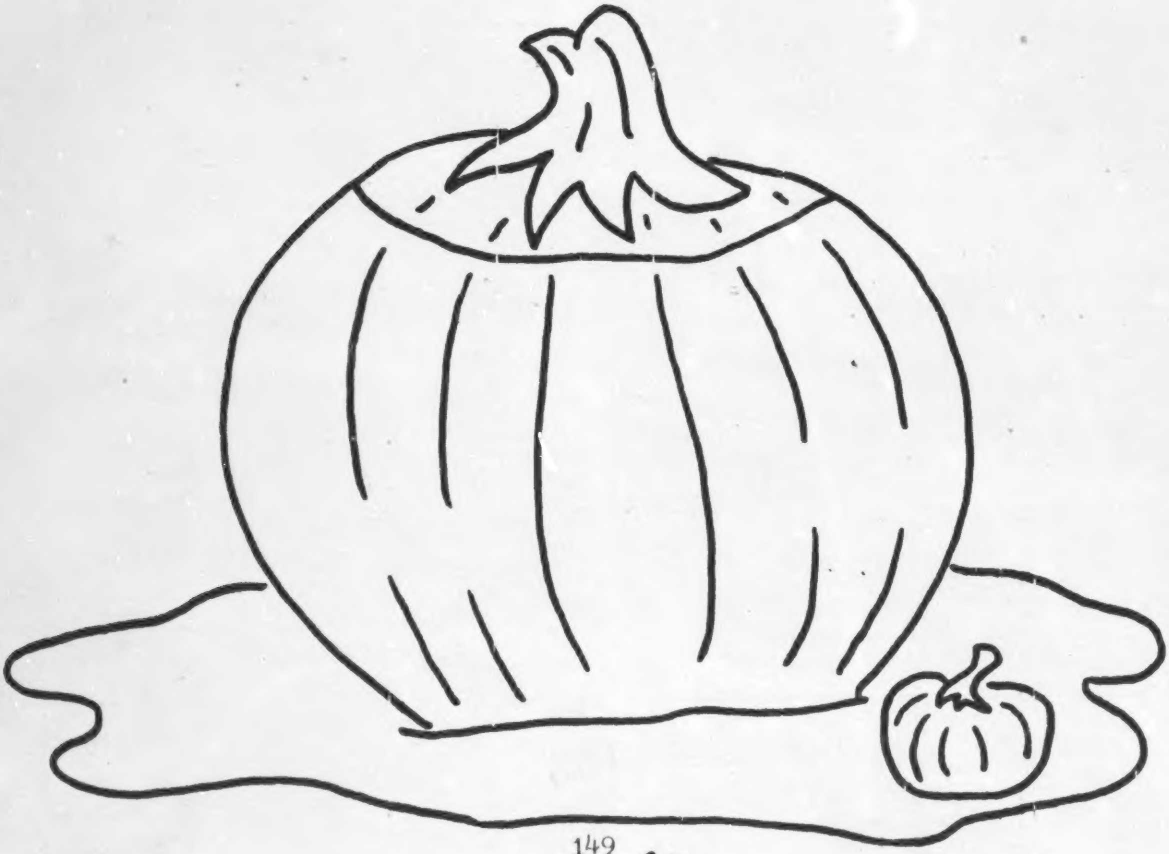




(Nursery Rhymes Flannel Board Characters)



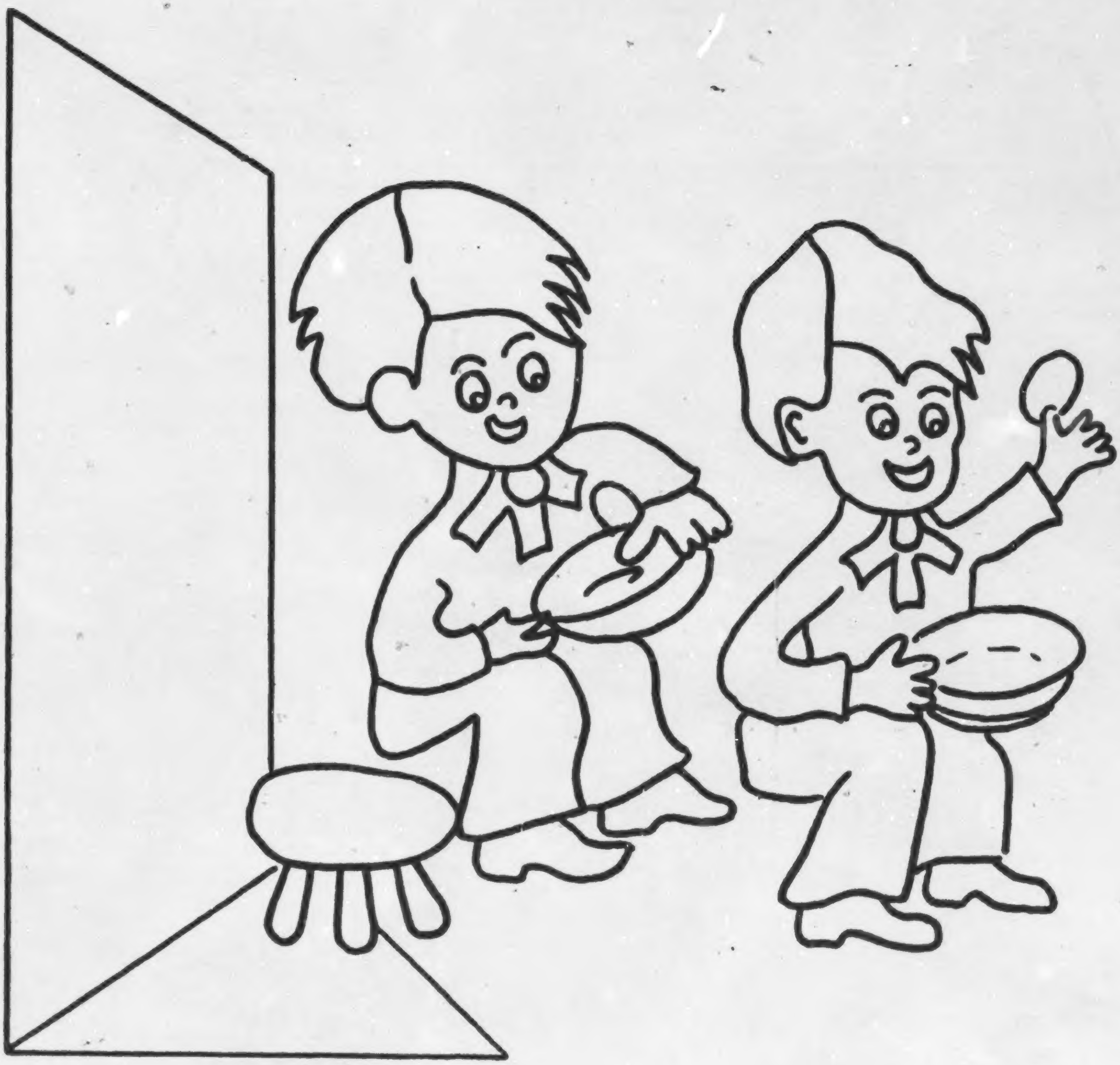
Peter Peter
Pumpkin eater
Had a wife
And couldn't keep her
Put her in a pumpkin shell
And there he kept her
very well.



(Nursery Rhymes Flannel Board Characters)

Little Jack Horner
Sat in a Corner
Eating his Christmas pie

He stuck in his thumb
And pulled out a plum
And said "Oh, What a good
boy am I!"



155

SONGS

NOTE: EXPANDABLE SONGS

The term "expandable songs" refers to songs that can be expanded to many verses or changed to sing about any subject. For example, "Skipping Is Fun" could be sung: running is fun, hopping is fun, brushing is fun, singing is fun, etc. Most of the songs included in this curriculum guide are expandable and may be sung with any words you wish (and probably to any tune you wish).

The following songs, words and music are on parent guides in the curriculum:

"Won't You Come and Walk with Me" -- September 3rd week (p.16)

"Do As I'm Doing" -- September 3rd week (p.16)

"If You Chance To Meet A Frown" -- September 4th week (p.23)

"Put Your Finger On Your Nose" -- October 2nd week (p. 27)

"Head, Shoulders, Knees, and Toes" -- October 3rd week (p.30)

"Skipping is Fun" -- October 3rd week (p.30)

"Itsy Bitsy Spider" -- October 4th week (p.33)

"I'm a Mean Old Witch With a Hat" -- October 5th week (p.36)

"Mary Wore Her Red Dress" -- November 1st week (p.41)

"My Red Balloon" -- November 1st week

"Who Are You" -- November 1st week (p.42)

"Ten Little Indians" -- November 3rd week (p.49)

"Five Speckled Frogs" -- December 1st week (p.53)

"Choo Choo" -- January 1st and 2nd week (p.61)

"Old MacDonald" -- February 3rd week (p.77)

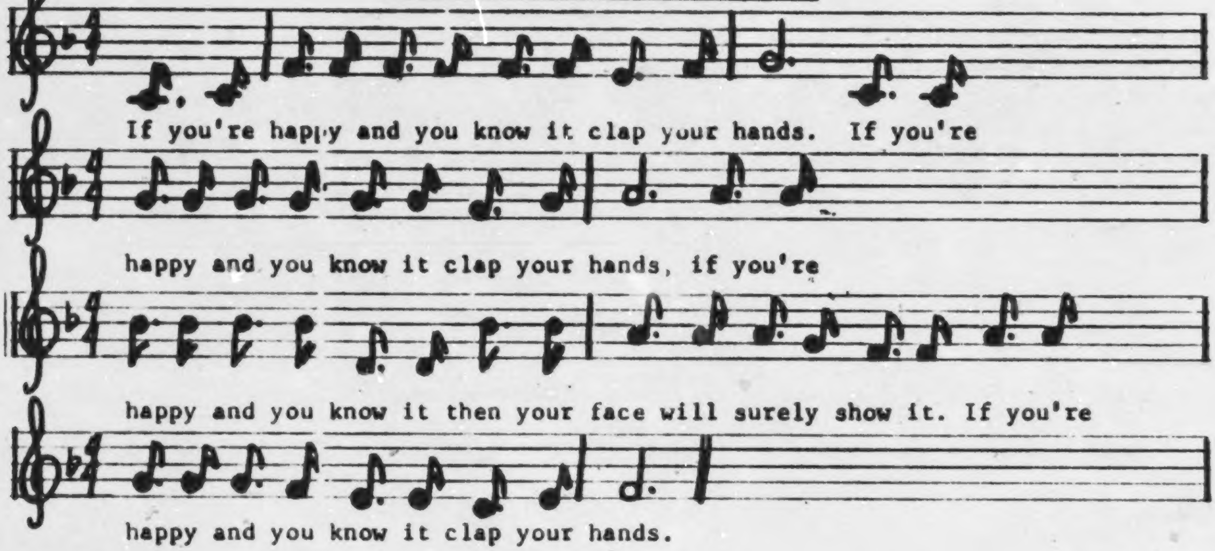
"Here We Go Round The Mulberry Bush" -- February 4th week (p.81)

"I Went To Visit a Friend One Day" -- February 4th week (p.81)

"Here's A Little Apple" -- March 3rd week (p.92)

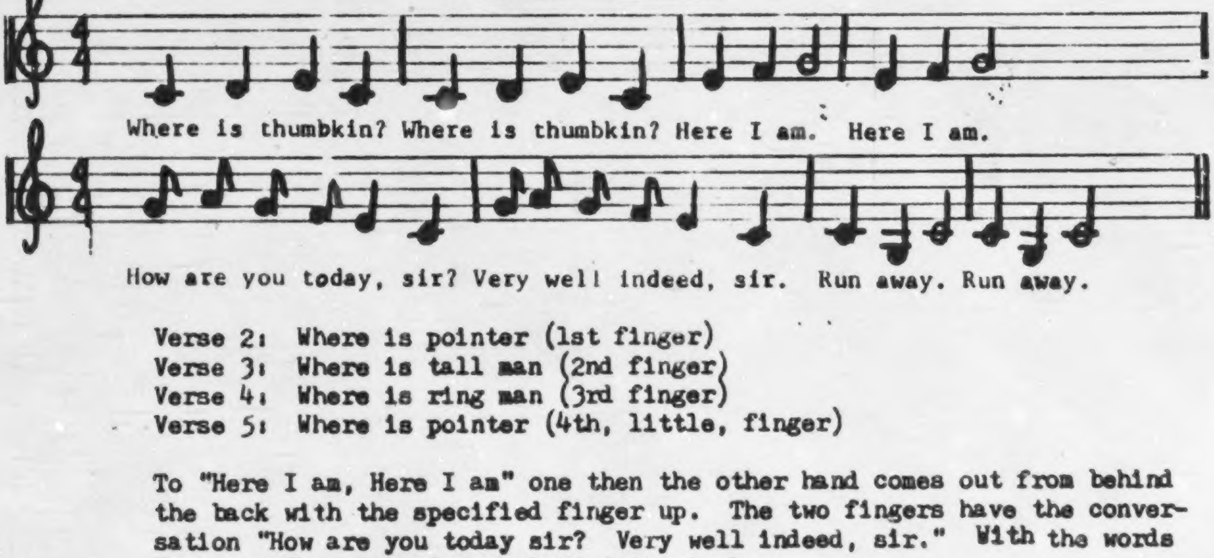
"Twinkle Twinkle Little Star" -- April 2nd week (p.103)

If You're Happy and You Know It


If you're happy and you know it clap your hands. If you're
happy and you know it clap your hands, if you're
happy and you know it then your face will surely show it. If you're
happy and you know it clap your hands.

Other verses: Stamp your feet, turn around, or anything else you can think of.

Where Is Thumbkin?

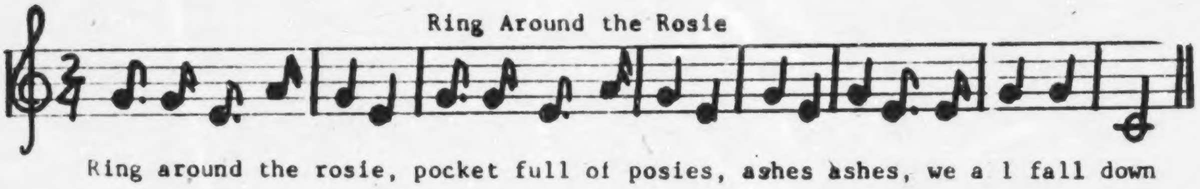

Where is thumbkin? Where is thumbkin? Here I am. Here I am.
How are you today, sir? Very well indeed, sir. Run away. Run away.

Verse 2: Where is pointer (1st finger)
Verse 3: Where is tall man (2nd finger)
Verse 4: Where is ring man (3rd finger)
Verse 5: Where is pointer (4th, little, finger)

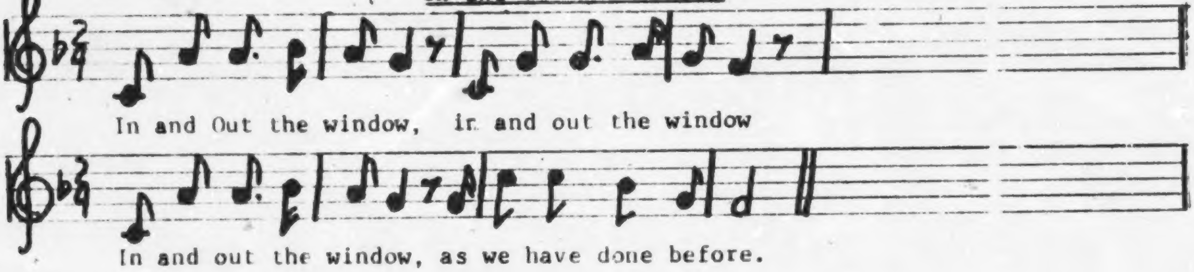
To "Here I am, Here I am" one then the other hand comes out from behind the back with the specified finger up. The two fingers have the conversation "How are you today sir? Very well indeed, sir." With the words "Run away" each hand goes behind the back.

(Songs)

Ring Around the Rosie


Ring around the rosie, pocket full of posies, ashes ashes, we all fall down

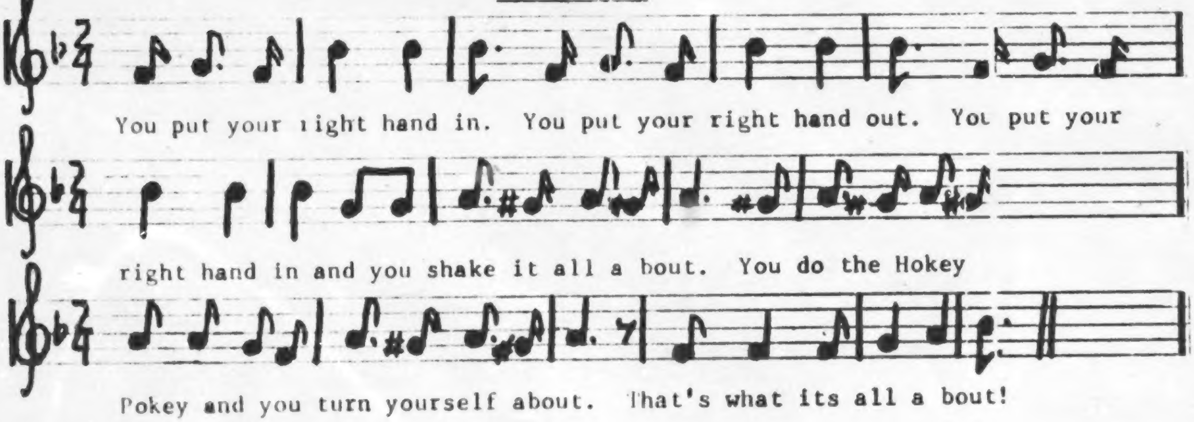
In and Out the Window


In and Out the window, in and out the window
In and out the window, as we have done before.

Verse 2: Now follow me to ______________, Now follow me to ______________
Now follow me to ______________, as we have done before.

Other verses can be in and out the village, or shapes, colors, etc.

Hokey Pokey

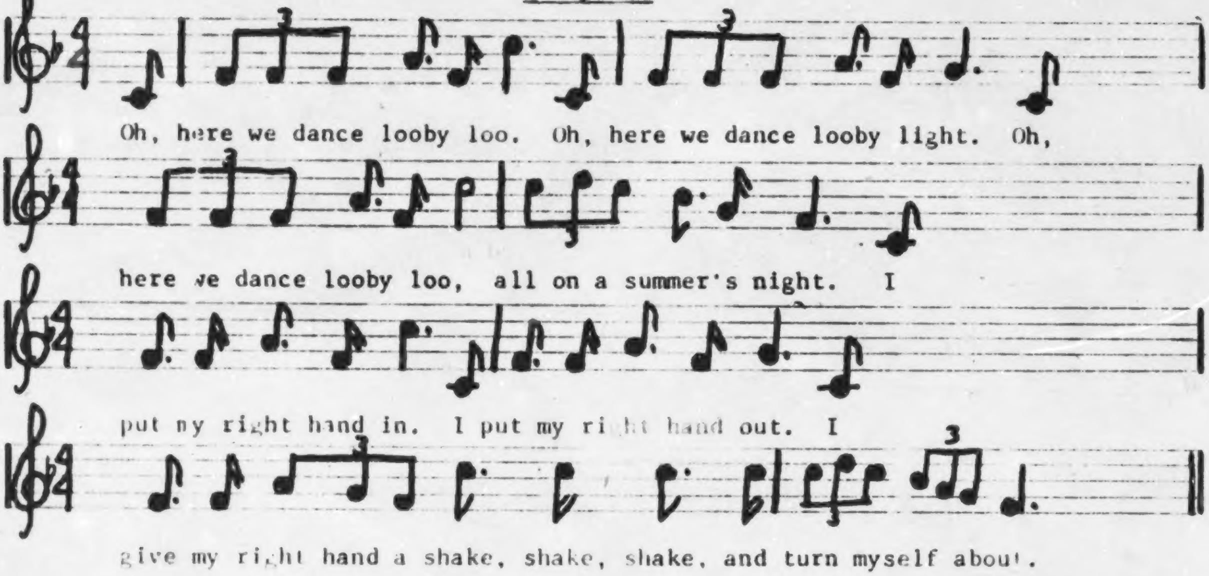

You put your right hand in. You put your right hand out. You put your
right hand in and you shake it all a bout. You do the Hokey
Pokey and you turn yourself about. That's what its all a bout!

Verse 2: left hand
3: right foot
4: left foot
5: head
6: whole self

Hold hands in air and shake them as you turn around to words "You do the Hokey Pokey, and turn yourself about". Slap thighs to "That's what it's all about". (also clap)

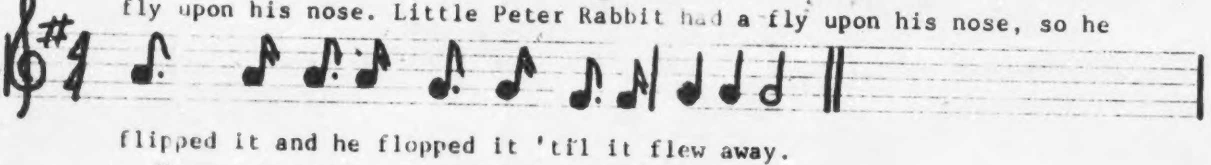
(Songs)

Looby Loo


Oh, here we dance looby loo. Oh, here we dance looby light. Oh,
here we dance looby loo, all on a summer's night. I
put my right hand in. I put my right hand out. I
give my right hand a shake, shake, shake, and turn myself about.

Verse 2: left hand, right foot, left foot, etc.

Little Peter Rabbit

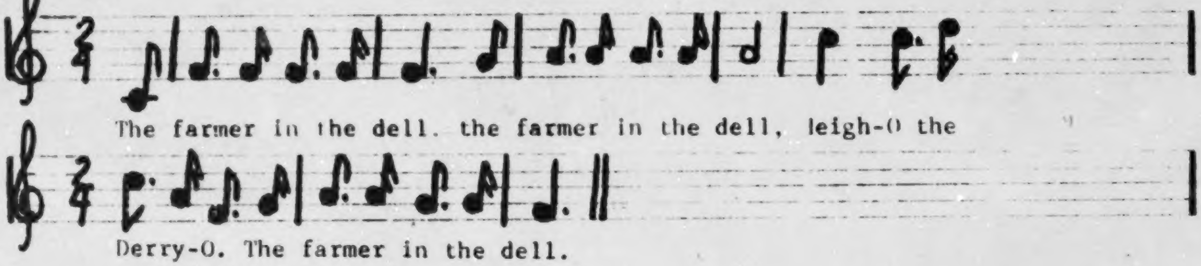

Little Peter Rabbit had a fly upon his nose. Little Peter Rabbit had a
fly upon his nose. Little Peter Rabbit had a fly upon his nose, so he
flipped it and he flopped it 'til it flew away.

Here are actions to go with the words.

Rabbit -- two fingers up like rabbit ears hopping along.
Fly -- flap arms as if flying.
Nose -- point to nose.
Flipped it and he flopped it -- wave one hand then other past nose.
Flew away -- flap arms.

Sing same verse over and over and each time leave out one more word and just do the action until the last verse all the action words are silent but acted out.

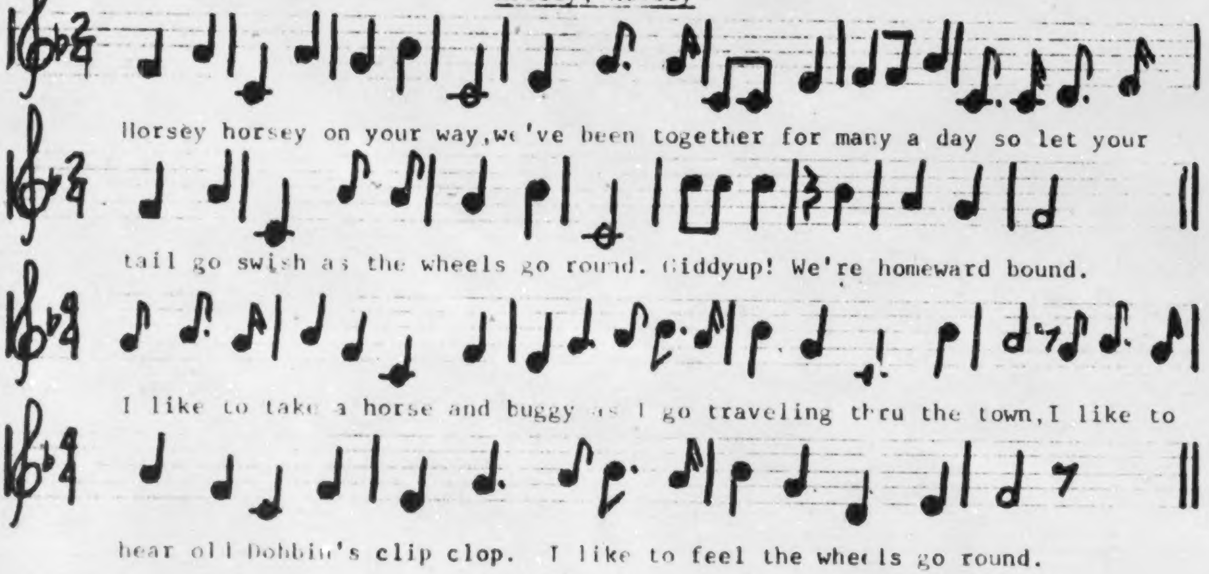
The Farmer in the Dell


The farmer in the dell. the farmer in the dell, Heigh-O the
Derry-O. The farmer in the dell.

Verse 2: The farmer takes a wife
Verse 3: The wife takes a child
Verse 4: The child takes a dog
Verse 5: The dog takes a cat
Verse 6: The cat takes a mouse
Verse 7: The mouse takes the cheese

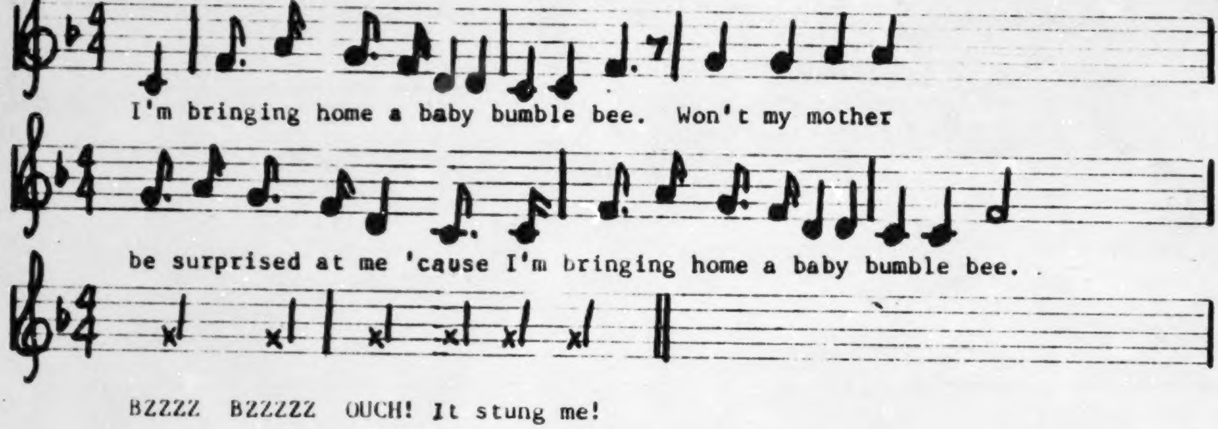
The children stand in a circle and one is in the middle as the "farmer". For second verse that child chooses another chill to be the "wife". Then for the third verse, the "wife" chooses a "child" etc. All go in the middle. The "cheese" at the last is the farmer next.

Horsey, Horsey


Horsey horsey on your way,we've been together for many a day so let your
tail go swish as the wheels go round. Giddyup! We're homeward bound.
I like to take a horse and buggy as I go traveling thru the town,I like to
hear old Dobbin's clip clop. I like to feel the wheels go round.

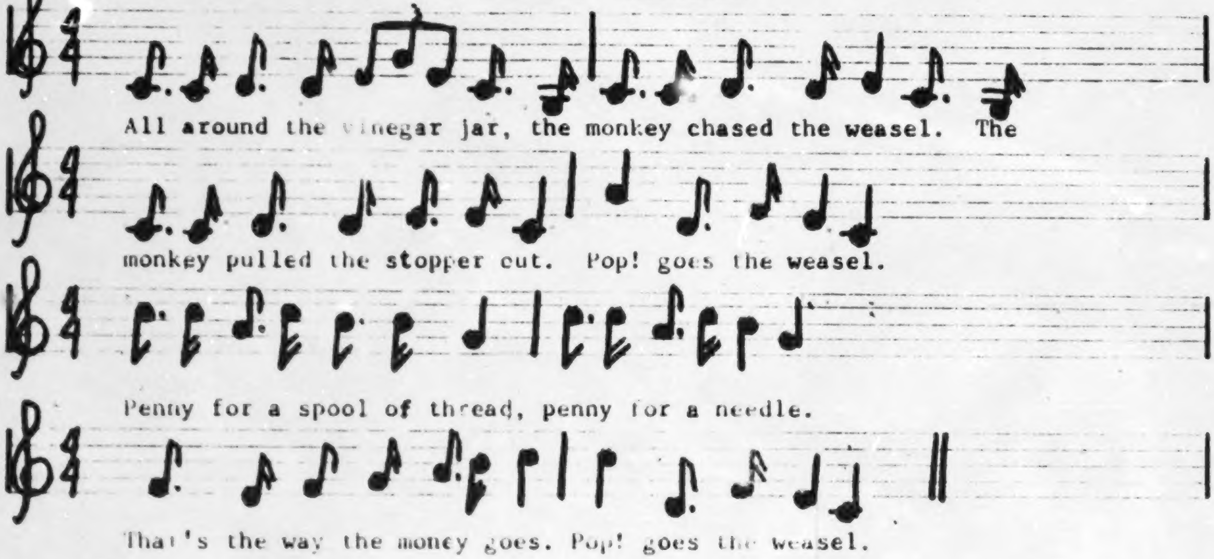
The first part and second part of this song can be sung together sort of like a round. Also you can use paper cups to make a "Clip Clop" sound by hitting the open ends together, then the bottoms, alternating back and forth; or just use the inside and outside of your two fists.

Bumble Bee


I'm bringing home a baby bumble bee. Won't my mother
be surprised at me 'cause I'm bringing home a baby bumble bee.
BZZZZ BZZZZZ OUCH! It stung me!

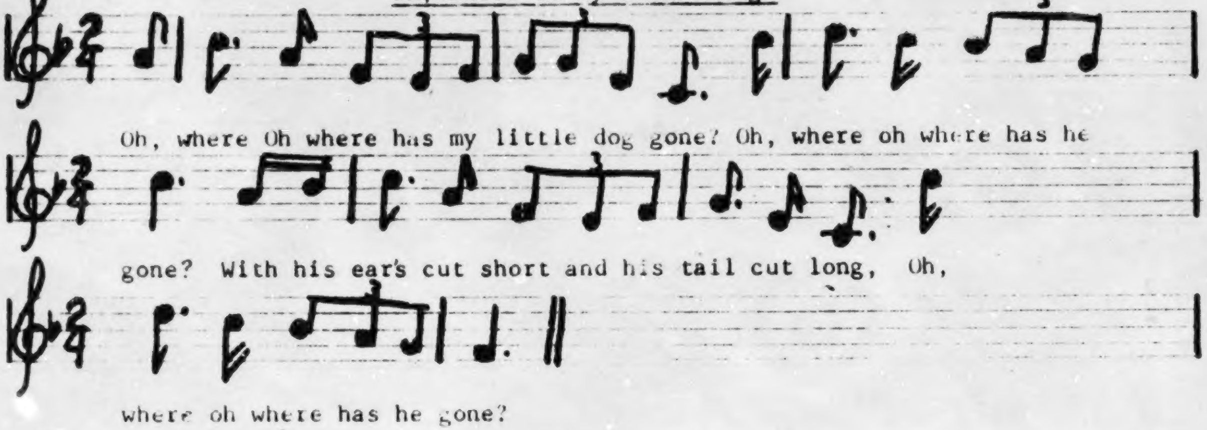
Cup hands together as if holding a bee. For BZZZZ BZZZZ, pinch finger and thumb together to make "bee" and fly it around. Touch arm and shout "OUCH - It Stung me!"

Pop! Goes the Weasel


All around the vinegar jar, the monkey chased the weasel. The
monkey pulled the stopper out. Pop! goes the weasel.
Penny for a spool of thread, penny for a needle.
That's the way the money goes. Pop! goes the weasel.

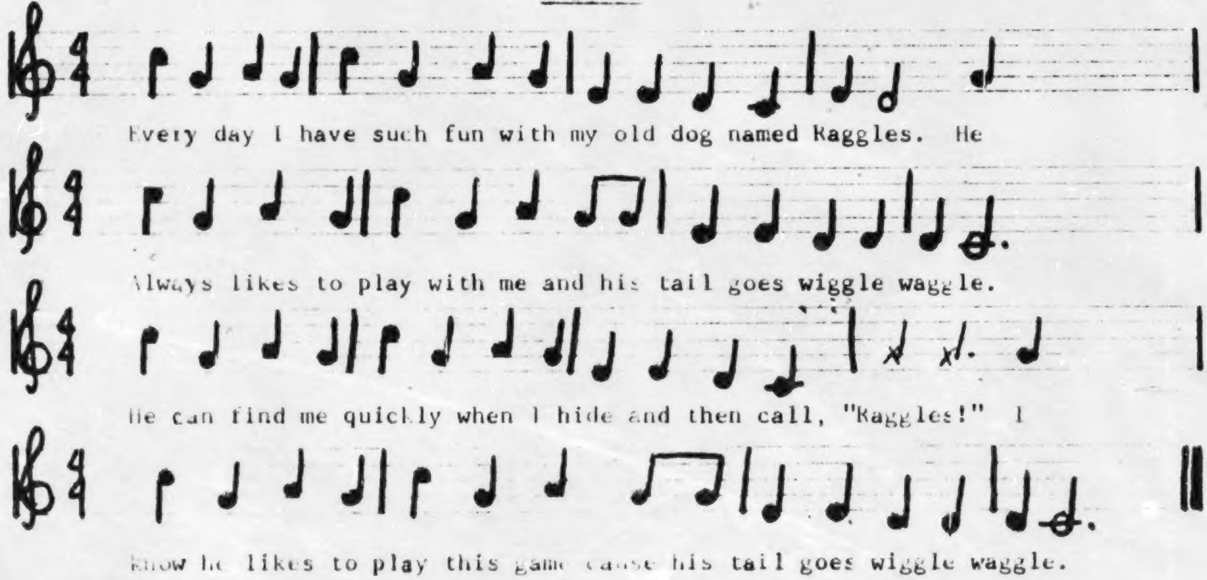
Jump up on "Pop!"

Oh, Where Is My Little Dog?

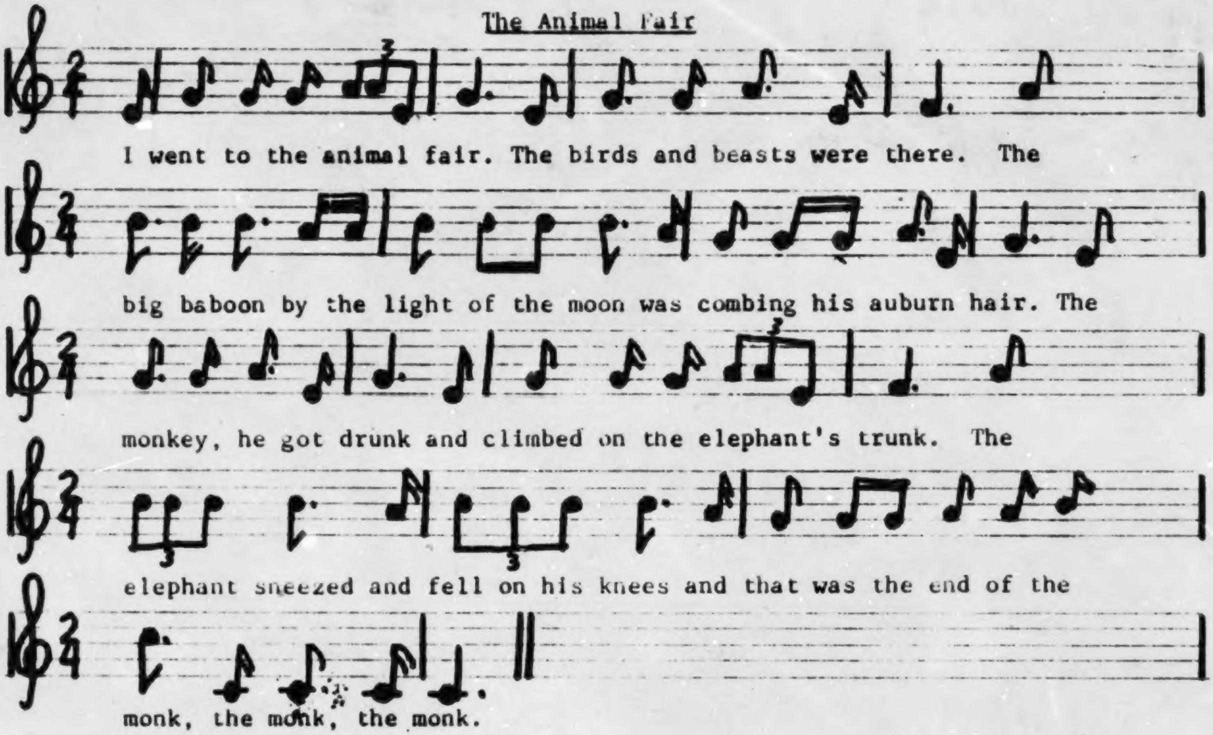

3
Oh, where Oh where has my little dog gone? Oh, where oh where has he
gone? With his ear's cut short and his tail cut long, Oh,
where oh where has he gone?

This song could easily be sung about other animals too.

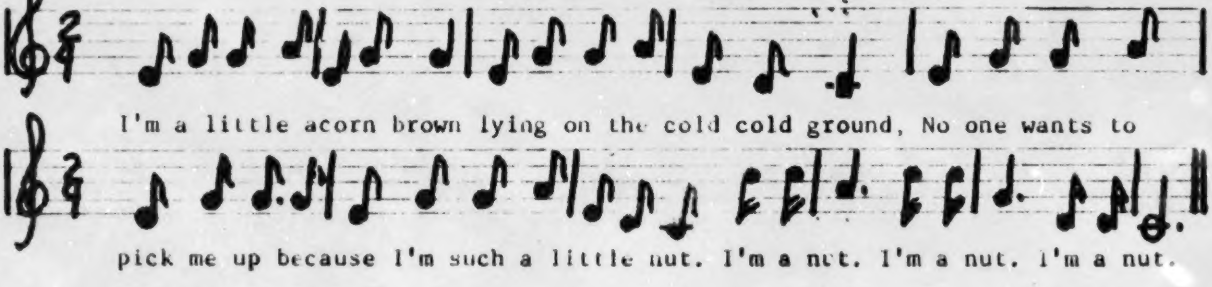
Raggles


Every day I have such fun with my old dog named Raggles. He
Always likes to play with me and his tail goes wiggle waggle.
He can find me quickly when I hide and then call, "Raggles!" I
know he likes to play this game cause his tail goes wiggle waggle.

The Animal Fair


I went to the animal fair. The birds and beasts were there. The
big baboon by the light of the moon was combing his auburn hair. The
monkey, he got drunk and climbed on the elephant's trunk. The
elephant sneezed and fell on his knees and that was the end of the
monk, the monk, the monk.

I'm a Little Acorn Brown


I'm a little acorn brown lying on the cold cold ground, No one wants to
pick me up because I'm such a little nut. I'm a nut. I'm a nut. I'm a nut.

BIBLIOGRAPHY

Beautiful Junk by Dianne Warner and Jeanne Quill (DHEW Pub. No. (OCD) 73-1036, available from Project Head Start, Office of Child Development, Washington, D.C. 30201)

Book of Nursery and Mother Goose Rhymes by Marguerite de Angeli (Doubleday & Co.,Inc., Garden City, N.Y.).

Childcraft, Field Enterprises Educational Corporation (Merchandise Mart Plaza, Chicago, Illinois)

A Child Goes Forth by Barbara J. Taylor (Brigham Young University Press, Provo, Utah)

Eye Winker, Tom Tinker, Chin Chopper; Do Your Ears Hang Low, T. Glazer (Doubleday)

Fun In The Making (DHEW Pub. No. (OCD) 73-31, Office Of Child Development, Washington, D.C. 20201

Healthy That's Me by Dorothy D. Harrison (under contract to Bio-Dynamics, Inc., Contract No. 72-37, for Project Head Start, Office of Child Development, Washington, D.C. 20201) note: this publication is no longer available from the Office of Child Development but may be available from some Head Start Programs.

I Saw A Purple Cow by Ann Cole, Carolyn Haas, Faith Business, Betty Weinberger, illustrated by True Kelly (Little, Brown, and Co., Boston, Massachusetts).

Language Experiences in Early Childhood by Roach Van Allen and Claryce Allen (Encyclopedia Britanica Press, Chicago, Ill. 60611).

Making Games and Equipment for Young Children by Claudia Fuhriman and Sally Miner (Utah State Extension Office, Utah State University, Logan, Utah 84321)

My Picture Book of Songs by Arlene Dalton, Myriel Ashton, and Erla Young (M.A. Donohue and Co., N.Y., N.Y.)

The Real Mother Goose by May Hill Arbuthnot (Rand McNally & Co., Chicago).

Recipes for Fun and More Recipes for Fun (PAR Project, 464 Central Ave., Northfield, Ill. 60093)

Rhymes for Fingers and Flannelboards, L.B. Scott and J.J. Thompson(McGraw-Hill)

Storytelling with the Flannelboard Book one and Book two by Paul S. Anderson (T.S. Denison and Co., Inc., Minneapolis, Minn. 55437)

What To Do When There's Nothing to Do by Members of the Boston Children's Medical Center and Elizabeth M. Gregg (Dell Publishing Co., 750 Third Avenue, N.Y., N.Y. 10017)

Workjobs by Mary Baratta Lorton (Adison-Wesley Publishing Co., Sand Hill Road, Menlo Park, California 94025)

Your Child's Intellect by T.H. Bell (Olympus Publishing Co., 937 East Ninth Street, Salt Lake City, UT. 84102)